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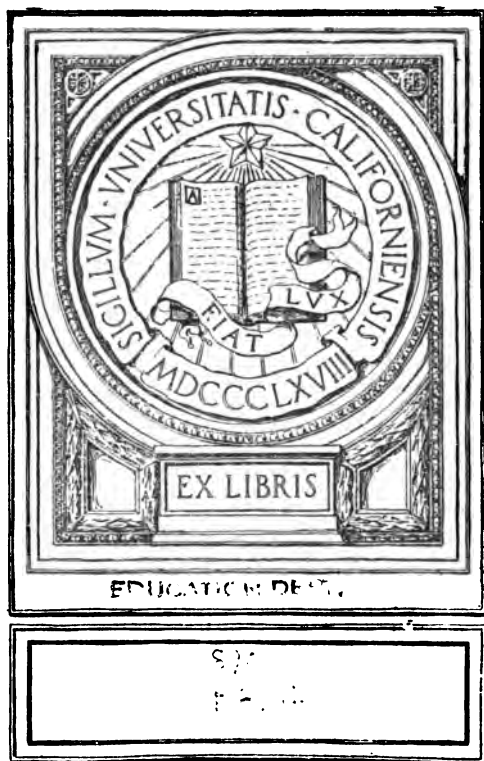
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ROSS'S BUSINESS ENGLISH



UNIV. OF
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MR. C. A. GLOVER,
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ABSTRACT

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ROSS'S BUSINESS ENGLISH

A TREATISE ON ENGLISH AS IT
IS USED IN MODERN BUSINESS.
¶ FOR USE IN COMMERCIAL
DEPARTMENTS OF PRIVATE
AND PUBLIC SCHOOLS.

BY
J. WALTER ROSS

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AND VIGOR

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P R E F A C E

The plan of presentation used in this book differs from that which is usually followed. The definition of a part of speech, its properties, and syntax are treated in the same chapter instead of in two or three different parts of the book. The advantage claimed for this plan is that it allows the student to concentrate his attention upon each part of speech a sufficient length of time to get it thoroughly fixed in mind. Again, this immediate following of syntax enables him to see *why* he should learn to discriminate between parts of speech and understand their properties.

By constant review the student's mind is kept refreshed upon the details of language organization and their logical relations to one another. This prevents the confusion so liable to result from the usual manner of treatment.

It will be seen that in order to carry out this plan consistently and effectively, it is necessary to present the parts of speech in a rather radically different order from that usually followed. It is hoped that this will not be hastily condemned for the reason that it is different; it is believed that unbiased consideration will show it to be as logical as it is unusual.

Much that is found in many grammars has been omitted in this book. Hair-splitting distinctions and technical questions have been purposely avoided. Our aim is to teach thoroughly those things which are essential to the writing of grammatically correct English.

In the exercises on punctuation, the paragraph instead of the single sentence is used. This affords a constant review of full stop marks and develops the sentence sense.

In the section on letter writing, the student is not only led by easy steps to a mastery of the mechanical makeup, but is also given valuable information bearing upon the general laws of business composition.

The material used in illustrations and exercises has been gathered from many sources. Only a small portion of it is original. In a few instances practically entire exercises have been appropriated from the works of the following authors: H. A. Hagar, Glen Arnold Grove, Carrie J. Smith and D. D. Mayne. For valuable ideas and material, we are also especially indebted to Edwin Herbert Lewis, Ph. D., LL. D., and H. I. Strang. Special acknowledgment is due to "Business Correspondence," published by The System Co., for ideas and material used in the lesson devoted to the selling letter.

THE AUTHOR.

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ROSS'S BUSINESS ENGLISH

THE PARTS OF SPEECH

NOUNS

A **noun** is a word used to name something.

CLASSIFICATION OF NOUNS

A **common noun** is a name that applies to all objects of the same class:

The *firm* carries a full *line* of *boots*, *shoes*, *hats*, and *caps*.
He saw in the *window* a *box* of *paper*, a *book*, some *pens*,
a *puzzle*, and some *magazines*.

A **proper noun** is the name of a particular person, place, or thing :

James and *John* visited *Chicago*. While there they stayed
at the *Sherman Hotel*.

A proper noun should always begin with a capital letter.

Exercise 1

Classify the italicized nouns in the following sentences.
Rewrite, capitalizing proper nouns :

1. The *course* consists of the *study* of *grammar*, *arithmetic*, *penmanship*, *bookkeeping*, and *law*.
2. We read in our *histories* of the *landing* of the *pilgrims*.

3. The *congregation* was in *tears*.
4. *England* has a large *army* and a powerful *navy*.
5. *George washington* was the first *president* of the *united states*.
6. Each *man* must take his *turn*.
7. He received a *letter* from *j. s. browning*, *bowling green*, *kentucky*.
8. We were talking with *senator johnson*.
9. A *book* entitled the *panama canal* has been written by *frederic j. haskin*.
10. It is the *duty* of the *united states* to establish and maintain a *government* in *cuba*, of some *sort*, as much as it is her *duty* to maintain a similar *government* in *alaska* or *missouri*.

CLASSIFICATION OF COMMON NOUNS

Common nouns are divided into four classes: **abstract**, **collective**, **verbal**, and **class**.

An **abstract noun** is the name of a quality, condition, or an action, considered abstractly; that is, apart from its natural connection:

He rendered valuable *assistance* in the *preparation* of the manuscript.

He is a man of academic *wisdom*.

Necessity is the certain *connection* between cause and effect.

The greatest *pleasure* I know is to do a good *action* by *stealth*, and to have it found out by accident.

Most abstract nouns are derived from other parts of speech; as, *assistance* from *assist*; *preparation* from *prepare*; *wisdom* from *wise*; *necessity* from *necessary*; *pleasure* from *please*; *action* from *act*.

Exercise 2

Tell from what word each of the following abstract nouns is derived :

judgment	patriotism	brotherhood	wisdom
justice	length	agency	choice
simplicity	belief	imagination	deceit
unity	service	partnership	manhood
infancy	patience	occupation	freedom

Form abstract nouns from the following words :

move	high	king	see
speak	red	wide	brave
thieve	stupid	regular	noble
serve	child	deceive	relieve
prudent	master	friend	honest

A **collective noun** is the name of a collection of persons or things :

The *congregation* was in tears.

The shepherd was tending his *flock*.

The *committee* is ready to report.

The *fleet* returned to Spain.

Exercise 3

Name collective nouns that will embrace groups of each of the following individual nouns :

horse	bird	fish	pupil
bee	soldier	book	ship
ruffian	worshiper	man	sheep

A **verbal noun** is a noun ending in *ing* that is the name of an action or of a state of being :

Walking is healthful exercise.

He spread his *blessing* over the land.

There is no time for such *reasonings*.

Do you insist on our *keeping* the goods?

It should be noted that these words do not *express* action, but are the *names* of actions. Compare these two sentences :

(Expressing action) Mary is *singing* an old song.

(Naming action) Mary's *singing* is very sweet.

Exercise 4

Tell whether the italicized nouns are abstract, collective, or verbal :

1. Your *goodness* must have some edge to it—else it is none.
2. It was the boy's *lying* that enraged the teacher.
3. Our greatest glory is not in never *falling*, but in *rising* every time we fall.
4. The *jury's finding* for the plaintiff was a surprise to all.
5. The *herd* was quietly grazing.
6. Victory is born of *endurance*.
7. We know that he will succeed in his *undertaking*.
8. The *committee* considered him for a director.
9. The *singing* of the nightingale is a great treat.
10. England's *strength* lies in her navy.
11. *Yachting* is a pleasant pastime.
12. A *committee* is a miniature *assembly*.
13. The *army* was delayed by the *burning* of the bridges.
14. *Kindness* is commendable.

15. The *warmth* and *closeness* of the room oppressed me.
16. The river was deepened by *dredging*.
17. *Thoughtfulness* and *gentleness* are stored away with *heedlessness* in a noisy boy.
18. The *choir* sang "Elijah."
19. The *joy* of acquiring *knowledge* is a *compensation* for the necessary labor.

A **class noun** is any common noun that is not a collective, an abstract, or a verbal noun; as, chair, book, door, etc.

Exercise 5

Copy the nouns, arranging abstract nouns in the first column, collective in the second, verbal in the third, and class in the fourth:

1. Misery and vice love company.
2. The lady's singing pleased the audience.
3. A letter is a form of composition.
4. Writing for a long time becomes tedious.
5. Harry's eating green apples made him sick.
6. Your son's accepting a position like this is fortunate.
7. Good reading elevates the understanding.
8. A host of Indian warriors rushed across the plain.
9. We gazed with pleasure on those happy islands.
10. I did not think of your leaving so soon.
11. The doorstep to the temple of wisdom is the knowledge of our own ignorance.
12. Frugality may be termed the daughter of prudence, the sister of temperance, and the parent of liberty.
13. The army halted for two days to collect food.

14. Laziness travels so slowly that poverty overtakes him.
15. The crowd is becoming noisy.
16. The committee is composed of two men and three women.
17. The cost of running this machine is very high.
18. I like the simplicity of his remarks.
19. Webster was a man whom the country will remember with pride.
20. The savage army was in war-paint, plumed for battle.

PROPERTIES OF NOUNS

NUMBER

Number is that quality of a word which shows whether it refers to one or more than one.

Singular number refers to one; as, month, book, table, pencil, etc.

Plural number refers to more than one; as, months, books, tables, pencils, etc.

Plurals of most singular nouns are formed by adding *s* or *es* to the singular; as, state, states; note, notes; book, books; box, boxes; dish, dishes.

Nouns ending in *y* preceded by a vowel (*a, e, i, o, u*) add *s*; as, valley, valleys; attorney, attorneys.

Nouns ending in *y* preceded by a consonant (any letter other than a vowel) change *y* to *i* and add *es*; as, candy, candies; army, armies.

Most nouns ending in *f* or *fe* add *s*; as, scarf, scarfs; safe, safes.

A few change *f* or *fe* to *v* and add *es*; as, wife, wives; beef, beeves.

Most nouns ending in *o* preceded by a consonant add *es*; as, tomato, tomatoes; cargo, cargoes; volcano, volcanoes; motto, mottoes; negro, negroes.

Nouns ending in *o* preceded by a vowel add *s*; as, studio, studios; cameo, cameos; folio, folios; nuncio, nuncios; trio, trios.

Many nouns form their plurals irregularly; as, man, men; ox, oxen; goose, geese; foot, feet; mouse, mice.

Letters, figures, characters, etc., add the apostrophe and *s*; as, 6, 6's; x, x's; *, *'s.

In forming the plurals of proper names where a title is used, either the title or the name may be put in the plural form; as, the Misses Brown or the Miss Browns.

Some nouns are the same in both singular and plural; as, deer, series, means, gross, sheep, etc.

Some nouns are always plural in form, but singular in meaning; as, politics, news, molasses, ethics.

Some nouns have two plurals that differ in meaning:

brothers (same family)	brethren (same society)
shots (times fired)	shot (number of balls)
fishes (individuals)	fish (quantity)
heads (of bodies)	head (cattle)
pennies (coins)	pence (value in pennies)

Foreign nouns usually retain their plurals of the language from which they come:

Singular

datum
memorandum
analysis
terminus
basis

Plural

data
memoranda
analyses
termini
bases

Compound nouns are those formed by the union of two words, either two nouns or a noun joined to some descriptive word or phrase; as, man-servant, mother-in-law, attorney-at-law.

The plural number of compound nouns is usually shown by adding *s* to the principal word; as, mothers-in-law, courts-martial. In a few compounds both parts take a plural form; as, men-servants, knights-templars.

Exercise 6

Write the plural, if any, of every singular noun in the following list; and the singular, if any, of every plural noun. Note those having no singular and those having no plural.

When in doubt about any of these forms, consult an unabridged dictionary :

news	goods	thanks	scissors
proceeds	puppy	studio	survey
attorney	arch	belief	chief
charity	half	hero	negro
joy	Mary	voter	memento
majority	lily	knight-templar	why
knight-errant	4	son-in-law	Miss Smith
Mr. Anderson	country-man	hanger-on	oxen
major-general	geese	man-servant	strata
brethren	sheep	mathematics	pride
money	pea	head	piano
veto	knives	ratios	alumni
feet	wolves	president	sailor-boy
spoonful	rope-ladder	attorney-general	go-between
grandmother	synopses	memoranda	pence
crisis	valley	axis	monkey
beauty	cupful	jockey	toy

GENDER

Gender is that quality of a noun or pronoun that distinguishes objects in regard to sex.

There are four genders: **masculine**, **feminine**, **common**, and **neuter**.

The **masculine gender** denotes males; as, *man*, *boy*, *king*.

The **feminine gender** denotes females; as, *woman*, *girl*, *queen*.

The **common gender** denotes males or females, or both; as, *student*, *person*, *friend*.

The **neuter gender** denotes objects without sex; as, *book*, *stone*, *house*.

When neuter nouns represent objects possessing strength, size, or other qualities usually found in males, they are referred to as **masculine**; when they represent gentleness, beauty, or other qualities peculiar to females, they are referred to as **feminine**. Thus, we speak of the sun, the north wind, winter, as masculine; of the moon and spring, as feminine.

In speaking of young children or of the lower animals, the sex is generally disregarded and the neuter form *it* is used.

The present-day tendency is to drop the suffix *ess* and to use such words as author, editor, poet, doctor, to denote persons of either sex.

Exercise 7

Rule a sheet of paper in four columns, heading them noun, kind, number, gender. Classify the nouns in the following sentences:

1. Formosa is famous for the production of tea and camphor.

2. A thing of beauty is a joy forever.
3. Rice is the chief food of the Japanese.
4. Nobleness enkindleth nobleness.
5. The jury disagreed among themselves.
6. The fairest flower in the garden of friendship is remembrance.
7. Patience is a bitter seed, but it yields rich fruit.
8. Modesty is one of the sweetest and most desirable qualities one can possess.
9. The speaker's eloquence held the audience spell-bound.
10. A hero will do whatever duty demands.
11. Every member of the committee faithfully performed his duty.
12. The news of the enemy's movements was a surprise to every soldier in the regiment.
13. The class in grammar will recite at the usual hour.
14. Few girls find mathematics an interesting study.
15. Will you go to yonder house and ask that man to bring those horses?
16. A scorner seeketh wisdom and findeth it not.
17. The use of the compass was known to the Chinese before the time of the Crusades.
18. Mica is sometimes used in making lamp chimneys.
19. The ring contains a diamond from Australia and a pearl from Persia.
20. Many men risk their health by overwork.

POSSESSIVE FORM OF NOUNS

The **possessive form** is used to show possession, origin, kind, authorship; as, John's hat, Longfellow's poems, boys' shoes, the moon's beams.

Singular nouns are made possessive by adding the apostrophe and *s*; as, man, man's; lady, lady's.

It is permissible to drop the *s* in a few singular nouns where the additional *s* would produce a disagreeable succession of hissing sounds; as, *politeness' sake*, *Moses' law*.

Plural nouns which *do not end in s* are made possessive by adding the apostrophe and *s*; as, *men's*, *women's*, *children's*.

Plural nouns which *end in s* are made possessive by adding the apostrophe only; as, *girls, girls'*; *boys, boys'*.

It should be carefully noted that in forming the possessive *no change is made in the spelling of the simple form*. The possessive, in every instance, is formed *by adding something to the simple form*—the apostrophe and *s* to a singular, or a plural not ending in *s*; the apostrophe only to a plural ending in *s*.

Exercise 8

Write the possessives, singular and plural, of the following nouns:

man	company	woman	goose
boy	lady	ox	boss
agent	attorney	gentleman	hero
firm	child	year	John
dealer	month	day	Charles

Exercise 9

The possessive form, as its name implies, usually denotes ownership; but it has other uses. The possessive sign added to a word is nearly always equivalent to "of" placed before the same word:

The summer's heat—The heat of summer.
Ten years' experience—Experience of ten years.
Thirty days' credit—Credit of thirty days.
A month's notice—A notice of a month.

Substitute phrases for the following possessives :

- | | |
|-------------------------|----------------------------|
| 1. Byron's works | 6. Next season's supply |
| 2. St. Paul's influence | 7. My brother's photograph |
| 3. An hour's delay | 8. A mother's love |
| 4. Last month's prices | 9. A director's meeting |
| 5. Sixty days' credit | 10. Ladies' apartments |

Substitute possessive forms for the following phrases :

1. The cold of the winter
2. The poems of Longfellow
3. The assassination of Lincoln
4. An extension of thirty days
5. The crimes committed by Nero
6. The son of the Emperor of Germany
7. The antics of the monkeys
8. The icy mountains of Greenland
9. The financial standing of Huss & Co.
10. The chief attraction in New York

SPECIAL RULES

To show joint ownership the possessive sign must be added to the last word only ; as, Smith & Brown's store (one store owned by Smith & Brown).

To show separate ownership the possessive sign must be added to the name of each owner ; as, Smith's and Brown's stores (two stores owned separately by Brown and Smith).

In compound expressions the sign of possession is placed

on the last word only; as, the *man-servant's* duties, the *Emperor of Germany's* son, *James Roberts, Jr.'s*, store.

In such expressions as *Hancher, the jeweler*, it is preferable to put the sign of possession on the last word; as, *Hancher, the jeweler's*. It is also correct, however, to add the sign to both nouns, or the first only:

I bought the ring at *Hancher, the jeweler's*.

I bought the ring at *Hancher's, the jeweler's*.

I bought the ring at *Hancher's, the jeweler*.

When a noun modifies a verbal noun it must have the possessive form:

What do you think of *John's turning* over a new leaf?

Do you insist on the *company's delivering* the goods?

It is important that we guard carefully against the rather prevalent incorrect practice of placing apostrophes in simple plurals; as, *The Brown's* have moved away, *Ladies'* served here, *Orders'* taken for moving. The apostrophe is never used in forming a plural, except in the case of figures, characters, etc., 6's, *'s, as explained under rules for forming plurals.

Exercise 10

Form the possessives in the following sentences:

1. Have you any doubt of the firms being able to meet its obligations?
2. They carry a complete line of mens, boys, womens, girls, and childrens clothing.
3. They have asked for thirty days time on their bill.
4. We certainly shall not insist on Browns keeping the damaged goods.
5. Do you know whether the Browns have moved?

6. Can you give me Kraus, the haberdashers, address?
7. The Globe Companys failure was a surprise to everyone in the city.
8. Duns and Bradstreets commercial agencies can give you the desired information as to John D. Brittingham, Jr. financial standing.
9. Did you attend the meeting of the Eastern Commercial Teachers Association?
10. Jones & Smith store burned last night.
11. Johnson and Anderson stores are both on Market Street.
12. I did not think of Marys coming so soon.
13. Two months interest is due.
14. Mr. Green owes us rent for two months.
15. Can you not give us an extension of thirty days on our bill of the 15th inst.?
16. We are all familiar with the fox remark about the grapes.
17. The man running into debt was unnecessary.
18. I sent you a check for six months interest on Brown and Jones mortgages.
19. Owing to our competitors cutting prices we must withdraw from the combination.
20. John falling down stairs caused his sisters absence from the brokers office.
21. The boy lying and stealing enraged the teacher.

Exercise 11

Form the possessives in the following sentences:

1. We visited Lyon & Healy music store.
2. Is that a gentleman or lady watch?

3. James sister is a member of the Young Women Christian Association.

4. She has subscribed for the Ladies Home Journal, Womans Home Companion, and McIntosh Monthly.

5. The teacher should insist on the student studying this lesson thoroughly.

6. The man being a judge should not excuse him.

7. Although we bought the goods on sixty days credit, we expect to pay for them within thirty days.

8. He is a teacher of twenty years experience. He has been in his present position ten years.

9. Preachers salaries are not so large as they should be.

10. The pupils names were written on the register.

11. For conscience sake and humanity good, live a noble life.

12. We are selling women and children camel hair vests.

13. Forgetting myself, I left the man and the woman boots behind.

14. The two sick servants places were filled by our neighbors daughters.

15. The teachers first, and perhaps the most difficult, duty, is to arouse his students interest in the subject in hand.

16. More than a hundred childrens children rode on his knee.

17. In this place ran Cassius dagger through.

18. His brother pirates hand he wrung.

19. Jove but laughs at lovers perjury.

20. My daughters teacher has a library of choice books.

Exercise 12

Correct errors in plurals and possessive forms :

1. Take two cupsful of sugar, and one of flour.
2. He accounted for all monies received by him.
3. There are three Mary's and two Lucies in the class.
4. Eight Henries have sat on the throne of England.
5. I think her two son-in-laws might support her.
6. He generally forgets to cross his ts or dot his is.
7. You can scarcely tell her 5s from her 3s.
8. Court-martials were held at various points to try the captured insurgents.
9. How many cantoes have you read?
10. Such crises may occur in the history of any enterprise.
11. We have opened several cases of mens' and boy's overalls.
12. Look at the trains of those ladie's dresses.
13. Six month's interest is now due.
14. Ten days notice is required in such cases.
15. Order's for moving taken here.
16. Special tables are provided for ladies'.
17. I saw a sign with "Boat's to hire" on it.
18. The Brown's have moved away.
19. He made a memoranda of the fact in his notebook.
20. The Fairmont Coal Companie's men are on a strike.

ADJECTIVES

An **adjective** is a word used to modify a noun or a pronoun :

The *graceful* elm threw its shadows over the stream.

These two generous farmers have a *miserly* neighbor.

The *bald-headed* eagle is a *rapacious* bird.

CLASSIFICATION OF ADJECTIVES

Adjectives are divided into two general classes: **descriptive** or **qualifying adjectives** and **definitive** or **limiting adjectives**.

A **descriptive adjective** describes or names some quality of the object expressed by the noun or pronoun. In the examples given above, *graceful*, *generous*, *miserly*, *bald-headed*, and *rapacious* are **descriptive adjectives**. A **descriptive adjective** answers the question, What kind of? in connection with the noun or pronoun modified; as, What kind of elm? Graceful. What kind of farmers? Generous.

A **definitive adjective** points out or denotes the number or quantity of the object expressed by the noun or pronoun modified :

This pamphlet contains *ten* pages.

This points out the particular pamphlet in mind. *Ten* tells *how many* pages.

PROPER ADJECTIVES

Adjectives derived from proper nouns are called **proper adjectives** and should begin with capital letters; as, the English government, the American flag.

Exercise 13

Tell what nouns the italicized adjectives modify and whether they are descriptive or definitive :

1. A *smooth, green* lawn pleases the eye.
2. *Many* children suffer from lack of *nutritious* food.
3. *Some* early fruits are *costly*.
4. A *true* lover of nature studies her *many changing* hues and forms.
5. The *iron* bridge is completed.
6. You will find him in the *seventh* room on the *third* floor.
7. A *pleasant* smile makes a *sad* heart glad.
8. The ribbon is *red*.
9. *This* *noted* character died *several* years ago.
10. My *first* short trip was a *miserable* and *complete* failure.

Exercise 14

NOUN AND ADJECTIVE

The grammatical classification of a word is determined from its *use* in a sentence. Some words may be properly used as two or three, or even more, parts of speech.

Tell whether the words used in italics are nouns or adjectives, and state what the adjectives modify :

1. We heard a strange *sound*.
2. A *sound* mind in a *sound* body is essential to success.
3. It is a *fine* day.
4. The *fine* was too heavy.
5. I have but *one* suggestion to make.
6. She has a *gold* watch.
7. *Gold* was discovered in California in 1848.

8. *Right* makes might.
9. You are pursuing the *right* course.
10. A *calm* precedes the storm.
11. What a *calm* night!
12. The postman made his daily *round*.
13. His head is as *round* as an apple.
14. The *oak* tree was struck by lightning.
15. The desk is made of *oak*.
16. The *bear* hibernates in winter.
17. The *bear* skin lay on the floor.
18. The *flag* waved over the fort.
19. This is pungent *flag* root.
20. The *blue* sky was gemmed with stars.
21. *Blue* is her favorite color.
22. *Fine* feathers do not make *fine* birds.
23. Bishop Spalding is an eminent *divine*.
24. The hand that made us is *divine*.

Exercise 15

Select the adjectives, tell to what class they belong, and name the nouns they modify :

1. American cotton has the longest staple.
2. The largest cotton crop in the world is produced in China.
3. The loftiest, loneliest region in the world is the cheerless plateau of Thibet.
4. A sacred burden is this life.
5. A gracious woman retaineth honor, and strong men retain riches.
6. Forty-two choice plants were ruined by the frightful winter blast.

7. The rough boy has become a most polite gentleman.
8. Will you go to yonder house and ask that man to bring those horses?
9. This particular man is honest, sincere, and discreet.
10. The fifteen decisive battles of the world mark the greatest epochs of history.
11. Helen's father gave her a gold watch.
12. Chicago has had a rapid growth.
13. Mother has bought a beautiful, rich carpet.
14. The honest farmer, strong in his integrity, spurned the offer.
15. A few rough men destroyed those works of art.
16. A sincere love sought to pay him its grateful tribute.
17. He was swept on by an unspent ardor that made an easy and deliberate conversation quite impossible.
18. A little learning is a dangerous thing.
19. To feel an honest joy at the success of another is noble.
20. This pencil and those pens are mine.

COMPOUND ADJECTIVES

Compound adjectives are formed by putting together two (sometimes more) words that are used independently.

The words composing the compound adjective are usually separated by hyphens. A few are written as one word; as, lifelike, homesick, everlasting.

When a compound adjective is made up of a noun and an adjective, the singular number of the noun is used; as, a six-foot pole, a twenty-story building.

Such numbers as twenty-two and forty-five, and fractions when spelled out; as, two-thirds, three-fourths, etc., are written with a hyphen.

Exercise 16

Place hyphens where they belong in the following sentences. Point out all adjectives and tell what nouns they modify :

1. We hurried to the assistance of the half dead traveler.

2. This unlooked for burden made the peasant's life almost unbearable.

3. Every morning Mr. Allen takes a bath in ice cold water.

4. He lives in a walk on the crack or be lost community.

5. The red haired boy was accused of stealing an eight day clock.

6. A hard struggling, weary hearted man was he.

7. I was just emerging from the many formed crystal country.

8. The firm agrees to accept your 30 day note for one half the amount of your bill.

9. The school occupies two thirds of the sixth floor of a new ten story building.

10. He measured the room with a three foot stick.

11. We have just returned from a five mile drive.

12. Our terms for a 60 day settlement are 4 per cent.

13. The apartments are arranged with well lighted, cheerful rooms.

14. The round trip rate is the sum of the east and west bound fares, less 10 per cent of the west bound fare.

15. The Hub Clothing Co. deals in both ready made and made to order clothing.

16. The blue, mountain bordered lake reflected the hoary peaks in its placid depths.

17. The goods are guaranteed to arrive in first class condition.

18. We can furnish this article in either two or five pound packages.

19. What is the difference between three pound pails and three-pound pails?

20. John has bought a double barreled, breech loading rim fire shotgun.

21. The coal carrying roads will benefit by this improvement.

22. The company's new offices are furnished with up to date equipments.

23. The representatives of the Acme Publishing Co. are making a house to house canvass.

24. The coyote is a long, slim, slick, and sorry looking skeleton, with a gray wolfskin stretched over it.

25. The 2 inch, 2½ inch, and 3 inch strips will go forward tomorrow.

26. Our camp was situated in one of those out of the ordinary spots.

27. The better than the average stenographer understands the use of hyphens and apostrophes.

COMPARISON

Adjectives have a variation of form to express a greater degree and a greatest degree of the quality which the adjective expresses:

Mr. Jones is a *tall* man.

Mr. Smith is *taller* than Mr. Jones.

Mr. Allen is the *tallest* man in town.

These three forms are called **degrees of comparison**.

POSITIVE DEGREE

The simple adjective, like *tall*, *short*, *long*, is said to be of the **positive degree**.

COMPARATIVE DEGREE

Such forms as *taller*, *shorter*, *longer*, are said to be of the **comparative degree**. The comparative degree of most adjectives of one syllable, and a few of two syllables, is formed by adding *r* or *er* to the simple form; as, sweet, sweeter; fit, fitter; dry, drier; high, higher; able, abler; handsome, handsomer.

Most adjectives of more than one syllable form the comparative by prefixing *more* or *less* to the positive degree; as, fragrant, more fragrant; elegant, more elegant.

The comparative degree is used in comparing two objects.

SUPERLATIVE DEGREE

Such forms as *tallest*, *shortest*, *longest*, are said to be of the **superlative degree**. The superlative degree of most adjectives of one syllable, and a few of two syllables, is formed by adding *est*; as, high, highest; handsome, handsomest.

Most adjectives of more than one syllable form the superlative by prefixing *most* or *least*; as, beautiful, most beautiful.

In comparing regular adjectives of more than one syllable, affix *er* and *est*, or prefix *more* or *most* according to which sounds better.

The superlative degree is used in comparing three or more objects.

IRREGULAR COMPARISON

Some adjectives are compared irregularly. Following are a few of the most common ones:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, ill, evil	worse	worst
little	less	least
much	more	most
many	more	most
late	later, latter	latest, last
far	farther	farthest
old	older, elder	oldest, eldest
forth	further	furthest

Exercise 17

COMPARATIVE AND SUPERLATIVE

Use the superlative only when comparing *three* or more objects:

1. Of two evils choose the *least—lesser*.
2. Which of the two plans do you think is the *best—better?*
3. My right hand is the *quicker—quickest*, but my left hand is the *strongest—stronger*.
4. Mary is the *prettier—prettiest* of the twins, but Jennie is the *brightest—brighter*.
5. London is the *larger—largest*, but New York is the *greatest—greater* commercial city in the world.
6. John is the *elder—eldest* of five sons.
7. Which is the *more—most* beautiful city, New York or Chicago?

8. Which can run the *faster—fastest*, John or Henry?
9. This is the *duller—dullest* season of the year.
10. That is the *cleaner—cleanest* of the three streets.
11. Which is the *more—most* desirable, health or wealth?
12. The other is the *worse—worst* behaved of the two.

Exercise 18

ERRORS IN COMPARISON

When an object is compared within its class, the superlative degree is used, and such words as *other*, *before*, etc., must not be used.

Texas is the largest state, is correct. To say *Texas is the largest of all other states* would be absurd. Texas is not one of the *other* states.

When an object is compared *with the rest* of its class, the comparative degree is used and some such word as *other*, *before*, etc., must be used.

Texas is larger than any *other* state in the Union, is correct. To say Texas is larger than *any* state in the Union, would be absurd, as it would mean that Texas is larger than itself, or that it is not one of the Union.

Correct errors in the following sentences (two are correct) :

1. I have just visited Niagara Falls. I never saw such a sight.
2. He was the most active of all his friends.
3. He was, of all others, the most clever.
4. The orange is better than any fruit.
5. Of all other cities, London is the largest.
6. We show more styles than any three stores in the city.

7. John is taller than any boy in his class.
8. Charles likes football better than anything.
9. Paris is the most famous of any other European city.
10. He is better known than any other man in the city.
11. China has a greater population than any nation on the globe.
12. Of all other English universities Oxford and Cambridge are the greatest.
13. You of all other girls in the class ought to be the last to complain.
14. Brother White above all others should be careful about any statement he makes.

CAUTIONS

This, that, these, those, them

This and *that* are the only adjectives that have a plural form. *These* and *those* are plural and must be used with plural nouns. *Those kind* is incorrect. It should be *that kind* or *those kinds*. *Them* is not an adjective and should not be used to modify a noun.

Each other—one another

Each other refers to two objects only; *one another*, to more than two:

The *two* brothers love *each other*.

The *three* brothers love *one another*.

Either, neither—any one

Either or *neither* properly refers to *one of two*; *any one* to *one of several*.

First and last

The words *first* and *last* when used with adjectives that express number are placed *before* the *adjective*; as, the *first* two sentences; the *last* ten pages.

Exercise 19

Select the right word in each of the following sentences :

1. I like *this—these* kind of oranges better than *that—those—them* kind.
2. How can he associate with *that—these* sort of men.
3. *These—this* kind of books *is—are* interesting.
4. Are they *those—that* kind of people?
5. Did you see *them—those* boys playing in the street?
6. I don't like *these—this* sort of pens.
7. It isn't safe to trust *those—that* kind of people.
8. I prefer *this—these* kind of pencils to *those—them—that*.
9. College students often haze *each other—one another*.
10. Caesar and Pompey envied *one another—each other*.
11. *Either—any one* of the five boys will be able to hold the position.
12. The Bible is more precious than *any—any other* book.
13. The teacher assigned the *eight first—first eight* problems in arithmetic and the *ten last—last ten* sentences in grammar.
14. Where are *them—those* boys?
15. The *two first—first two* houses on Main Street belong to Mr. Smith.
16. *Neither* of the large cities in the United States is so large as London.

PLACING OF ADJECTIVES

The adjective is usually placed before its noun. In some instances, however, it follows; as, *The apple is sweet.* A cause *worthy* to be defended will not lack defenders. Vice makes men *miserable*. The vessel rides *buoyant* on the deep.

In many sentences the adjective may either precede or follow the noun; as, *A wise and prudent statesman*; or, *A statesman wise and prudent.*

The misplacing of a single adjective may seriously affect the meaning of a sentence. Note the difference in the meaning of these two sentences:

I heard *only* him.

Only I heard him.

Especial care must be exercised by the writer in the arrangement of two or more adjectives limiting the same noun.

"So place adjectives that there can be no doubt as to what you intend them to modify. If those forming a series are of different rank, place nearest the noun the adjective most closely modifying it. If they are of the same rank, place them where they will sound best—generally in the order of length, the shortest first."—*Reed and Kellogg.*

"In the use of adjectives, that order should be adopted which is the most natural, expressive, and euphonious."
—*Holbrook's New English Grammar.*

Exercise 20

Correct errors in the location or arrangement of adjectives in the following sentences:

1. A black baseball player's suit was found.
2. He only spoke of history, not of art.
3. Charles bought a new bottle of wine.

4. Nellie needs a new pair of shoes.
5. The waiter brought in a fried dish of bacon.
6. That restaurant only caters to the white race.
7. Lost: A long black lady's glove.
8. The building was trimmed with granite carved corners.
9. John spent his two last dollars for books.
10. Mr. Fox has just received a new stock of hats.
11. Please bring me a fresh glass of water.
12. Mr. James has made the two first payments on his property.

A, an, the

A, an, and the are called **articles**.

A and *an* are called indefinite articles, because they are used to limit the noun to any one thing of a class; as, a man, an arrow.

The is called the definite article because it picks out some one definite individual from a class; as, *The* man built a house.

Exercise 21

Study the following rules and write the sentences, making proper use of the articles:

A is used before words beginning with a consonant *sound*; as, *a* car, *a* horse. *An* is used before words beginning with a vowel *sound*; as, *an* owl, *an* hour. Some writers use *an* before an unaccented *h*; as, *an* historian.

1. In London, there is always *an—a* rush and *an—a* outcry.
2. In that case, *a—an* artist served as *a—an* preacher.

3. The hunter shot *a—an* robin and *an—a* oriole with *an—a* arrow.

4. On the desk I found *a—an* pen, *a—an* inkstand, and *a—an* eraser.

5. *An—a* uncle and *a—an* aunt called and stayed *a—an* hour.

When two or more adjectives modify the same noun, the article is used before the first adjective only :

A black and white dog. (One dog.)

When two or more adjectives modify different nouns, one of which is expressed and the rest understood, the article is used before each adjective :

The black and *the* white dog are mine. (Dog is understood after black.)

1. *The* white and *the* red house belong to Mr. Johnson.

2. *The* Republican and *the* Democratic party seem to agree on this point.

3. Mary bought *a* silk and *a* cotton umbrella. (Two umbrellas.)

4. Sarah bought *a* silk and *a* cotton umbrella. (One umbrella.)

5. John drew a map of *the* Northern and *the* Southern hemisphere.

When two or more nouns following each other denote the same person or thing, the article should be used before the first only :

The secretary and treasurer (one person) has resigned.

When two or more nouns following each other denote different persons or things, the article should be repeated :

The secretary and *the* treasurer (two persons) have resigned.

When two or more nouns following each other denote different things so closely associated in thought that they may be considered as forming a whole, the article should be used before the first noun only :

The wheel and axle is broken.

1. Distinguish carefully between *an* adjective and *an* adverb.

2. A noun and *a* pronoun are alike in office.

3. The manager and *the* owner of the business (one man) will leave for Europe tomorrow.

4. The manager and *the* owner of the business (two men) left this morning.

5. There is a difference between the sin and *the* sinner.

6. The pen and *the* ink is here.

7. He ate *the* bread and *the* butter for his breakfast.

8. The house and *the* lot will be sold for taxes.

9. The coat and *the* hat once worn by a great king will be placed on exhibition.

10. Leave the horse and *the* wagon in the lane.

The article *the* should be used before a noun denoting a class rather than an individual of a class :

The lion is the king of beasts.

The article should be omitted before a word used as a title or as a mere name :

What kind of a man is he? (Not *a* man.)

1. They gave him the title of *a* duke.

2. *A* horse is a domestic animal.

3. I have a sort of *a* misgiving about it.

4. *An* eagle is *the* bird of prey.

5. The subject of his lecture was *a* steam engine.

Exercise 22

REVIEW

Correct errors in the following sentences :

1. What sort of a house does he live in?
2. Such a man does not deserve the name of a gentleman.
3. The government is a hereditary monarchy.
4. A lion is the emblem of England.
5. It describes the life of a young man and woman who were forced to leave their homes.
6. He has several editions either of which will serve your purpose.
7. These two boys are always quarreling with one another.
8. He brought three hats, neither of which is mine.
9. Apply to Messrs. B. and C., Attornies.
10. Did you ever read Bunyans Pilgrims Progress?
11. Where did you get them apples?
12. You can't tell his ns from his us.
13. It presented an unique appearance.
14. One of the negroes sang two soloes at the concert.
15. You never saw a wretcheder looking specimen of humanity.
16. She is a better writer than any scholar in her class.
17. He gives the hardest examinations of any other teacher I know.
18. He tried the old and new method of cure.
19. Wanted, a nurse and house maid. (Two servants.)
20. One of my brother-in-laws has bought a farm.
21. She doesn't like these kind of pianoes.
22. Which is the farthest north, new york or san fran-cisco?

23. It is the likeliest place of all others in town to find him.
24. This state was south of masons and dixon's line.
25. These are neither George nor Fanny's books.

Exercise 23

REVIEW

Correct errors and give reasons:

1. What need is there of a man swearing?
2. Ask somebody's else opinion.
3. Who was Joseph's and Benjamin's mother?
4. Sing the two first and the three last verses.
5. I wish you would write them rules on the black-board.
6. A telephone is a modern invention.
7. A rascal formerly meant a servant.
8. We are now an united people.
9. That is far more preferable than to be imprisoned.
10. To every room there was an open and secret passage.
11. I had hoped that we had done with those sort of things.
12. Which has the strongest claim to civilization, the victor or the vanquished?
13. He called at Steele's the bankers.
14. The men's wages should be paid promptly.
15. Nebulas are sometimes called star-dust.
16. Where are the Plato's and Aristotle's of modern times?
17. There are three chimneys on that house, and neither of them is safe.
18. We regard them as singular phenomena.

19. How shall we know which of the two is best?
20. He must have drunk several spoonful.
21. It must be a sort of a beetle, I think.
22. Will I be allowed to choose either of the three?
23. Both the red and white cow belong to mr. smithkins.
24. The oldest of the two is about as tall as I.
25. The firm agrees to give us 30 days time, and guarantees the goods to be in first class condition.

THE SENTENCE

A sentence is a group of words expressing a complete thought:

Birds sing.

Bees make honey.

Lead is heavier than iron.

George Washington was often called the Father of his Country.

A sentence is composed of two parts: the **subject** and the **predicate**.

The subject is that part of a sentence about which something is asserted. The first word in each of the examples above is the **subject**.

Exercise 24

Make complete sentences of the following by supplying subjects:

1. wrote a letter.
2. live in wigwams.
3. examined the records.
4. learned the amount of the loss.

The **predicate** is that part of a sentence that asserts something about the subject:

Canaries *sing*.

Flowers *bloom*.

Exercise 25

Make complete sentences of the following by supplying predicates :

1. Indians
2. Birds
3. The house
4. A host of Indian warriors
5. The teacher

VERBS

The word used in a sentence to make an assertion is called a **verb**.

The verb is usually the **simple predicate**:

A single hay-cart *creaks* slowly down the dusty road.

COMPLETE PREDICATE

The verb and the words used with it to make a complete assertion are together called the **complete predicate**:

A single hay-cart *creaks slowly down the dusty road*.

SIMPLE SUBJECT

The name of the thing about which the assertion is made is called the **simple subject**:

A single *hay-cart* creaks slowly down the dusty road.

COMPLETE SUBJECT

The simple subject and its modifiers taken together are called the **complete subject**:

A single hay-cart creaks slowly down the dusty road.

ORDER OF ELEMENTS

The foregoing examples illustrate the usual order of the English sentence; that is, the subject with its modifiers first, followed by the complete predicate. However, the subject is often placed in other positions:

In front of the building stand four large marble *vases*.

At sunrise *we* struck our tents.

Never before were our *people* so united.

To determine the subject of a verb, ask the question, *who*, or *what*, before the verb; as, What stand? Vases. Who struck? We. Who were united? People.

To determine the subject and the predicate of an interrogative sentence (question), first change it to a statement:

Can man's endeavor chain the winged day?

Man's endeavor can chain the winged day.

What is the subject? What is the predicate?

VERB PHRASES

Two or more words used together in a sentence to make an assertion are called a **verb-phrase**:

We *should have listened* to him.

His course *has been marked* by prudence.

A verb-phrase consists of a principal verb and one or more helping words, called *auxiliary verbs*. The principal auxiliary verbs are *be* (with its various forms *is*, *am*, *are*, *was*, *were*), *can*, *could*, *may*, *might*, *must*, *ought*, *shall*, *should*, *would*, *will*, *do*, *did*, *have*, and *had*. Some of these may be used as principal verbs.

The parts of a verb-phrase may be separated by other words:

He *might* in one sense *have been* a judge of poetry.

Can a spider *weave* such a beautiful web?

Exercise 26

In each of the sentences in Exercise 5 point out the simple subject, the complete subject, the verb or verb-phrase, and the complete predicate.

Exercise 27

Tell whether the words in italics are nouns, adjectives, or verbs, and why. Tell what the adjectives modify :

1. He is an *American*, and glories in the *right* of the *American* citizen.
2. We searched *each* person.
3. *Each* obeyed instructions.
4. He is a *fast* runner.
5. How long did he *fast*?
6. *That* time is now passed.
7. *That* is all right.
8. If we *while* away our time, we shall not reach our journey's end for a long *while*.
9. Several *times* each day the shorthand teacher *times* her class.
10. He wore a *light* suit.
11. We *light* the lamps at night.
12. The bright *lights* *blind* me.
13. I saw a *blind* man.
14. He sat by an *open* window.
15. We do not *open* the store at night.
16. The songs *sound* sweet.
17. The apple is *sound*.
18. I hear a strange *sound*.
19. Do not *idle* away your time.
20. An *idle* brain is the devil's workshop.

21. We *dry* all our apples.
22. The wood is *dry*.
23. Be sure you are *right*, then go ahead.
24. He will *right* wrongs of the oppressed.
25. He looked neither to the *right* nor to the left.
26. Here they made their *last* struggle.
27. Will the struggle *last* long?
28. The shoemaker sticks faithfully to his *last*.
29. The boys *clean* the floor every day.
30. That young man has a *clean* record.
31. The farmer *plowed* the field.
32. We walked through a *plowed* field.
33. His farm is surrounded by a *stone* fence.
34. Let him who is without sin cast the first *stone*.
35. Many people have been *stoned* to death.
36. It was all over in a *second*.
37. I *second* the motion.
38. Some books may be profitably read a *second* time.
39. Not all *forward* boys become able men.
40. They will *forward* our plan.
41. The judge will *fine* the prisoner.
42. No one cares to pay the *fine*.
43. *Fine* feathers do not make *fine* birds.
44. Who could *divine* the result?
45. The hand that made us is *divine*.
46. The cobbler's *last* will *last* until he has dropped his *last* coin into the till.

CLASSES OF VERBS

Verbs are divided into two classes: **transitive** and **intransitive**.

A **transitive verb** is a verb that requires an **object** to complete the sense.

The **object** of a transitive verb is the noun or pronoun that completes its meaning. It is the word representing the person or thing receiving the action expressed by the verb. To determine the object of a transitive verb, ask *whom*, or *what* after it:

We study *grammar*.

The man whips his *horse*.

I saw your *brother*.

We study *what?* *Grammar*.

The man whips *what?* *Horse*.

I saw *whom?* *Brother*.

Exercise 28

Divide a page into three columns. Write the verbs in the following sentences in the second, their subjects in the first, their objects in the third:

1. He has rung the bell.
2. Who has taken my pencil?
3. The committee made a report.
4. He will not ship the goods.
5. She mended the dress.
6. The Jones Co. bought the machinery.
7. The judge has decided the case.
8. Lincoln told witty stories.

ACTIVE AND PASSIVE VOICE

Voice is that form of the verb which indicates whether its subject names the doer or the receiver of the action.

A verb is in the **active voice** when its subject names the *doer* of the action :

Bees make honey.

A verb is in the **passive voice** when its subject names the *receiver* of the action :

Honey is made by bees.

Any transitive verb may be used in either the active or the passive voice. The object of the active form becomes the subject of the verb in the passive. (See the examples above.)

Exercise 29

The verbs in Exercise 28 are in the active voice. Rewrite the sentences, changing the verbs to the passive voice.

INTRANSITIVE VERBS

An **intransitive verb** is a verb that does not require an object to complete the sense :

The wind blows.

The sun shines.

The subject of an intransitive verb always represents the doer of the action. In other words the intransitive verb is used in the *active form only*.

Some verbs may be transitive in one sentence and intransitive in another. When followed by an object, a verb is transitive ; when not followed by an object, it is intransitive.

Some verbs, however, may be correctly used only as transitive verbs, while others are always intransitive. It is important, therefore, that the distinction be clearly understood.

Exercise 30

Point out the verbs and tell whether they are transitive or intransitive :

1. The woman spins the yarn.
2. They hid themselves in the forest.
3. The wind blows.
4. The clouds look threatening.
5. The blacksmith shoes the mason's horse.
6. Anthracite coal burns slowly.
7. Rome bound with oak her patriots' brows.
8. A wise man reflects before he speaks.
9. Velvet feels smooth.
10. Music refines the soul.
11. The ways were strewn with flowers.
12. The trickster's purpose was defeated.
13. Mary, please set the vase on the table.
14. He just sits and dreams the whole day long.
15. When the snow melts the rivers rise.
16. The pupils raised their new flag on Independence Day.
17. The slothful boy lies in bed until noon.
18. Please lay these letters on my desk.

COPULATIVE VERBS

A few intransitive verbs require a word to complete their meaning. Such verbs are called **copulative verbs**. The verb *be*, with its various forms *am*, *is*, *are*, *was*, *were*,

is the only pure copulative verb. *Appear, become, seem, look, feel, taste, smell*, are frequently used as copulative verbs.

The word used to complete the meaning of a copulative verb may be a noun, a pronoun, or an adjective. It is called the **predicate noun** or **pronoun**, or **predicate adjective**:

A book is good <i>company</i> .	It was not <i>he</i> .
Wisdom is priceless .	The jam smells <i>sour</i> .

PREDICATE NOUN AND OBJECT

The difference between a **predicate noun** or **pronoun** and the object of a transitive verb should be carefully observed. Only verbs that express action have objects. The object represents the person or thing receiving the action; as, John plowed the *field*.

A copulative verb does not express action. It connects the predicate noun with the subject. Compare the following examples:

<i>Objects</i>	<i>Predicate Nouns</i>
John <i>plowed</i> the <i>field</i> .	That <i>is</i> a large <i>field</i> .
Birds <i>eat</i> <i>insects</i> .	Flies <i>are</i> <i>insects</i> .
He <i>read</i> a <i>story</i> .	It <i>was</i> a strange <i>story</i> .
I did not <i>know</i> <i>him</i> .	It <i>was</i> not <i>he</i> .

Exercise 31

If a verb is followed by an object, is it transitive, or intransitive?

If a verb is in the passive voice, is it transitive, or intransitive?

If a verb has no object, is it transitive, or intransitive?

In what voice may an intransitive verb be used?

In what voice may a transitive verb be used?

How is the subject of the verb determined? The object?

What part of speech is the subject? The object?

What is a copulative verb?

How many pure copulative verbs are there?

Name six other verbs that may be used as copulatives.

Explain the difference between a predicate noun and the object of a transitive verb.

Point out the verbs in Exercise 4. Tell whether they are transitive or intransitive, active or passive. Name the subjects, objects, predicate nouns, and predicate adjectives.

THE PARTICIPLE

A **participle** is a word that is derived from a verb. It partakes of the functions of verb and of an adjective or noun.

The participle has three forms: **present**, **perfect**, and **compound**.

PRESENT PARTICIPLE

The **present participle** is formed by adding *ing* to the simple form of the verb. It expresses action or state as being in progress:

The boy *rowing* a boat is my brother.

As an adjective, *rowing* modifies the noun *boy*; as a verb it takes the object *boat*.

Rowing a boat is my favorite exercise.

Rowing, as a noun, is the subject of the sentence; as a verb it takes the object *boat*.

Exercise 32

Name present participles and tell whether they are used as nouns or adjectives. Tell whether those used as nouns are subjects, objects, or predicate nouns, and what those used as adjectives modify:

1. Whispering the name is not sufficient.
2. An invitation bidding me to a wedding requires an acknowledgment.
3. Planting perennials is the work of a gardener.
4. A letter expressing gratitude is usually welcome.
5. Sailing is a delightful pastime.
6. We should avoid injuring the feelings of others.
7. My going there will depend upon my father's giving his consent.
8. The bird sitting on the wall is a wren.
9. What is the object of Mary's studying French?
10. The regiment, moving the battery to the hill, renews the engagement.

Exercise 33

In using the present participle, be careful to place it so as to leave no doubt as to what you intend it to modify.

Correct errors in arrangement in the following sentences:

1. A gentleman will let his house going abroad for the summer to a small family containing all the improvements.
2. Seated on the topmost branch of a tall tree busily gnawing an acorn we espied a squirrel.
3. A poor child was found in the streets by a wealthy and benevolent gentleman suffering from cold and hunger.
4. Boys should be prevented from throwing snowballs as far as possible.

5. This morning I picked up a cent walking over the bridge.
6. Yesterday I saw a drove of hogs sitting in a parlor.
7. Yesterday I saw a dead horse walking up Fifth Avenue.
8. Lost a dog by a man on Saturday answering to Jim.
9. He guided the man eyeing him closely.

PERFECT PARTICIPLE

The **perfect participle** expresses the action or state as completed. It is formed regularly by adding *ed* to the root. It may be used as an adjective :

The man *threatened* by his neighbors decided to move.
Threatened is an adjective modifying *man*.

COMPOUND PARTICIPLE

Being, having, and having been, combined with some other participle, form **compound participles** ; as, *being written, having written, having been written* :

Having written the letter, he was anxious to go.

Exercise 34

Point out the participles in the following sentences, and tell what kind each is :

1. The camels, loaded with rich goods, picked their way slowly over the desert.
2. The spider, spinning his web, was an inspiration to Bruce.
3. When we visited our trap, we found a poor hedgehog caught by his forepaw.

4. The discipline was firm, but loving.
5. Having written the letter, he mailed it.
6. He is charged with having sold liquors without license.
7. Your remaining here would ruin us all.
8. His coming so soon surprised us.
9. Unawed by opinion, unseduced by flattery, undismayed by disaster, he confronted life with antique courage, and death with Christian hope.
10. Of this period of history, illuminated by great names and immortalized by great deeds, it is my purpose to treat.

INFINITIVES

The **infinitive** is a form of the verb which names the action or being in a general way, without asserting it of anything.

The infinitive may usually be known by the sign *to* placed before it.

The infinitive may be used as the subject noun, as the predicate noun, or as the object or modifier of a verb :

To sing is pleasant. (Subject.)

His chief delight is *to sing*. (Predicate noun.)

He wishes *to sing*. (Object.)

He came here *to sing*. (Modifying verb.)

The sign of the infinitive is omitted after the verbs *bid*, *dare*, *feel*, *see*, *let*, *make*, *need*, *help*, *hear*, and a few others :

Bid them (to) *be* quiet.

Please *let* me (to) *hear* from you.

See him (to) *run*.

Exercise 35

Point out the infinitives, tell how they are used, and name their modifiers :

1. To talk with great men is a liberal education.
2. Music hath charms to soothe the savage breast.
3. To lose one's temper is to weaken one's power.
4. Let me see your book.
5. Let us not deceive ourselves longer.
6. He loves to play.
7. Let's you and me go to the game.
8. I heard him say, "Every man desires to live long, but no man would be old."
9. She wants to jump the rope.
10. What you wish to be you must begin to be now.

Exercise 36

THE SPLIT INFINITIVE

The sign *to* should not be separated from the rest of the infinitive.

To promptly fill the order is impossible, is incorrect. It should be, *To fill* the order *promptly* is impossible.

Write the following sentences, omitting the improper italicized words :

1. It is difficult to *correctly* report *correctly* a speech.
2. To *recklessly* spend money *recklessly* is criminal.
3. He was able to *beautifully* write a letter *beautifully*.
4. I am prepared to *promptly* serve you *promptly*.
5. She had just begun to *carefully* study her lesson *carefully*.
6. He was instructed to *thoroughly* examine *thoroughly* the firm's books *thoroughly*.

7. It will be my duty to *faithfully* record *faithfully* these events *faithfully*.

8. To *quickly* punish crime *quickly* is the best policy.

9. The purpose of the minister is to *earnestly* set forth the truth *earnestly*.

10. To be *always* believed *always* comes from *always* being true.

11. His duty shall be to *promptly* report *promptly* any distress.

12. You will be expected to *seriously* consider *seriously* your friend's welfare *seriously* at this time.

FORMS OF THE INFINITIVE

The infinitive has two forms: the **present infinitive** and the **perfect infinitive**, and in the case of transitive verbs, has forms for both the active and passive voice.

The infinitives may be classified as follows:

	<i>Present</i>	<i>Perfect</i>
Active Voice :	to ship	to have shipped
Passive Voice :	to be shipped	to have been shipped

The correct use of these forms is determined from the relation between the time denoted by the infinitive and the time expressed by the principal verb.

If the time denoted by the infinitive is the *same as, or after*, that of the principal verb, the **present infinitive** should be used :

I *expected to see* you yesterday at ten o'clock.

The time of *to see* was at ten o'clock. I *expected before* ten o'clock. The present infinitive is correct.

I was sorry not *to have seen* you yesterday at ten o'clock.

As in the first example, the time of *seeing* was at ten o'clock. When was I sorry? After ten o'clock. The time of the infinitive is *before* that of the principal verb, therefore the **perfect infinitive** is the correct form.

Exercise 37

Write the following sentences, omitting the improper italicized infinitives:

1. We should have been pleased *to have gone—to go* with you.
2. If you had given us references, we should have been glad *to ship—to have shipped* the goods.
3. I paid no more than I expected *to pay—to have paid*.
4. I was sorry not *to have seen—to see* you yesterday.
5. I fully expected *to see—to have seen* you there.
6. It was his intention *to take—to have taken* several photographs.
7. I hoped *to have seen—to see* you do better.
8. They believed him *to be—to have been* insane.
9. He did not seem *to know—to have known* how *to do—to have done* the work.
10. He intended *to write—to have written* you.
11. They had hoped *to see—to have seen* you before they left.
12. I have known him *to be—to have been* tardy.
13. He believes me *to be—to have been* guilty.
14. He believed me *to be—to have been* guilty.
15. What the English ought to have done was *to support—to have supported* their natural ally, the sultan.
16. There was nothing left but *to obey—to have obeyed*.
17. You ought *to have helped—to help* me *to do—to have done* the work.

18. We hoped *to see—to have seen* you often.
19. We expected him *to arrive—to have arrived* last night.
20. I should not have let you *eat—eaten* it.
21. I should have been obliged *to have gone—to go*, although I should have found it difficult *to do—to have done* so.

MODE

Mode is that form or use of a verb that indicates the manner in which the action or state is expressed.

There are three modes: the **indicative**, the **imperative**, and the **subjunctive**.

The **indicative mode** is used in asserting something as a fact, or to ask a question.

The **imperative mode** is that form or use of the verb that expresses a command, a request, or an entreaty.

The **subjunctive mode** is used in expressing a doubt, a supposition contrary to reality, a future contingency, or a wish.

A verb in the subjunctive mode is usually preceded by one of the conjunctions, *if, that, till, unless, except, though, lest, whether*.

While some writers do not make a careful distinction between the subjunctive and the indicative mode, the subjunctive mode should be used to express contrary reality (supposition or wish) in sentences referring to present time. *Were*, not *was*, should be used in such sentences:

If I *were* rich (but I am not), I should do much for the poor.

I wish I *were* able to go. (I am not.)

In ordinary conditions referring to past time, *was* should be used:

If Mr. Brown *was* in the office, I am sure the matter was attended to.

In ordinary conditions referring to present time, *is* should be used :

If Mr. Brown *is* in the office, I am sure he will be glad to see you.

Note the difference between ordinary condition and contrary reality. When we say, If Mr. Brown *is*, we don't know whether he is or not. This is ordinary condition. When we say, If Mr. Brown *were*, we know he is not. This is contrary reality. Contrary reality in the past is expressed by *had been*. When we say If Mr. Brown *had been*, we know he was not.

Exercise 38

Write the following sentences, omitting the improper italicized words :

1. I wish I *was—were* a musician.
2. I would study bookkeeping if I *were—was* you.
3. If everybody *was—were* wise, there would be no need of schools.
4. I should be glad if my son *was—were* here.
5. If John *was—were* there, I am sure he behaved properly.
6. If George ever told an untruth, I feel certain he *was—were* unconscious of it.
7. If he *was—were* rich, he would be generous.
8. Would that everybody *were—was* honest.
9. If the weather *were—was* fine, the ship would sail.
10. If the nominee *were—was* assured of your support, he would not withdraw.

11. If the chorister *was—were* present yesterday, they had some fine singing.

12. The man runs *like he was—as if he were* afraid of arrest.

13. Though he *was—were* very economical, he remained poor.

14. Though he *was—were* king over all the earth, I should despise him.

15. He acts as if it *was—were* possible always to escape death.

16. *Was—were* it necessary, I should jump.

17. If my mother *was—were* here, she would say I might go.

18. If she *was—were* at home, I did not hear of it.

19. If he *was—were* honest, he would pay me.

20. If he *was—were* there, he fought bravely.

TENSE

Tense is that form or use of a verb that denotes the time of an action or an event.

There are three natural divisions of time: the **past**, the **present**, and the **future**. The tenses are named present, past or future, according as they express present, past, or future time. These are called the three primary tenses.

PRESENT TENSE

The **present tense** denotes present time:

We *are shipping* the goods.

The present tense is used in expressing a general truth or what is habitual:

Honesty *is* the best policy.

The train *arrives* at 10 a. m.

The *historical* present is the present used for the past to describe more vividly what took place in past time :

Napoleon at once *crosses* the river, *engages* the enemy, and *gains* a complete victory.

PAST TENSE

The **past tense** denotes past time. It is formed regularly by adding *d* or *ed* to the present form ; as, work, worked ; bake, baked :

We *shipped* the goods yesterday.

They *filled* the order on the 15th inst.

Exercise 39

In speaking of facts which were true in past time, and are equally true at present, use the present tense :

1. I always knew that two and two *were—are* four.
2. What *was—is* the name of the author who wrote Pilgrim's Progress?
3. The professor explained how water *is—was* composed of oxygen and hydrogen.
4. Didn't you know that London *is—was* the largest city in the world?
5. I had never known before how short life really *was—is*.
6. Our fathers held that all men *were—are* created equal.
7. I have already told you that I *was—am* a gentleman.
8. What *is—was* that little place where they had the Passion Play?

9. The explorers were a long time finding where the North Pole *is—was* located.

10. The teacher often told his pupils that haste *made—makes* waste.

FUTURE TENSE

The **future tense** denotes what will take place in the future time :

I *shall ship* the goods tomorrow.

They *will write* to you in a few days.

Shall and will

We express **future** time by using *shall* or *will* with the present form of the verb ; as, I *shall write*, you *will write*, he *will write*.

It is very important to preserve the distinction between *shall* and *will*. One of the most frequent errors is the use of *will* where *shall* should be used. *Shall* is seldom misused.

Two things are to be considered in choosing between *shall* and *will* : the person of the subject, and whether the sentence expresses **simple futurity** or **determination** or **promise**.

To express **determination** or **promise** with a subject in the first person (representing the speaker—*I* or *we*), use *will*.

Use *shall* to express determination or promise with a subject in the second or third person (representing the person spoken to or spoken of—*you, he, she, they*).

To denote **simple futurity**, reverse the above rule ; that is, use *shall* with the first person and *will* with the second and third. The same distinction holds for *should* and *would*.

Compare carefully the following examples :

Determination

I will, would go.
We will, would go.
You shall, should go.
He shall, should go.
She shall, should go.
They shall, should go.

Simple Futurity

I shall, should go.
We shall, should go.
You will, would go.
He will, would go.
She will, would go.
They will, would go.

A noun used as the subject is in the third person.

In asking questions, *shall* (never *will*) is used with the subject *I* or *we*. With other subjects, use the same auxiliary (whether *shall* or *will*) that is expected in the answer :

Shall you go at four o'clock? (*Shall* denotes futurity.)

Will you accompany me? (*Will* denotes promise.)

Exercise 40

Copy the following sentences. Fill the blanks with *shall* or *will* to express the speaker's *determination* or *promise* to bring about the act named :

1. My son take my answer to you tomorrow.
2. Yes, my son, your request be granted.
3. We grant you an audience soon.
4. The umbrella be returned this evening.
5. They not elect their man.
6. I never consent to be thus imposed upon.
7. I am determined that you obey me.
8. He pay the bill, as I have resolved.
9. I keep my promise though the heavens fall.
10. You have as many coppers as you please.

Exercise 41

Copy the following sentences, and fill the blanks with *shall* or *will*, so as to express a probable *future event*, but with no promise or pledge:

1. We have rain very soon.
2. By what express I send the books?
3. He thinks he be admitted to the bar.
4. You enjoy the book very much, I think.
5. the King of all the earth do wrong?
6. I do not know when I be here again.
7. When he be here again?
8. We regret losing our good neighbor.
9. I think we be able to make shipment tomorrow.
10. Mr. S. live but a few weeks.

Exercise 42

Copy the following sentences using the proper word, *shall* or *will*, to express the meaning evidently intended:

1. I fear that I *will—shall* take cold.
2. We *will—shall* fight it out on this line.
3. I promise you the money *shall—will* be raised.
4. I *will—shall* have it in spite of all you can do.
5. We expect that they *will—shall* bring their books.
6. We *should—would* like to grant your request if we could.
7. You *would—should* like these olives if you knew how to eat them.
8. He *should—would* study more diligently if he understood the importance of it.
9. I *shall—will* probably fail to pass the examination.

10. *Will—shall* you promise me to sing at the concert tonight? Yes, I *shall—will* sing tonight.
11. *Shall—will* you stop at Chicago on your way West? No, I don't think I *will—shall*.
12. we be permitted to go?
13. I be very grateful if you do this.
14. Where we join you?
15. I fear I *should—would* be drowned if I *would—should* go swimming.
16. I *should—would* never have believed she *would—should* do such a thing.
17. I *will—shall* go; you *will—shall* not prevent me.
18. I fail; the teacher not help me.
19. It does not yet appear where we lodge.
20. he inflict this trial upon us?
21. When you be twenty years of age?
22. It is believed that the emperor have to retreat.
23. He tells me that he thinks he be elected.
24. She is determined that he go to school.
25. Does John write what he promise to do in the matter?

PERFECT TENSES

There are three verb phrases, called perfect tenses, that represent completed action or being. They are the **present perfect**, the **past perfect**, and the **future perfect**.

The **present perfect** tense denotes an action or an event as completed at the present time. It is formed by placing *have* or *has* before the perfect participle:

I *have finished* my lessons.
The storm *has ceased*.

The **past perfect** tense denotes an action or an event as

completed before a stated past time. It is formed by placing *had* before the perfect participle:

We had shipped the goods before your letter reached us.

The **future perfect** tense denotes an action or an event as completed at or before a stated future time. It is formed by placing *shall have* or *will have* before the perfect participle:

I shall have shipped the goods before you receive this.

He will have finished his work before that time.

PRINCIPAL PARTS

Although there are six tenses, each verb has but three distinct tense forms, called **principal parts**; namely, the **present**, the **past**, and the **perfect participle**. The **perfect participle** is used in forming the perfect tenses. This form *must not be used without an auxiliary*. This should be kept in mind by the student while memorizing the following table of principal parts. In giving the principal parts, the most frequently used auxiliaries, *have*, *has*, *had*, should be spoken with the perfect participle; as, **present**, rise; **past**, rose; **perfect participle**, *have*, *has*, or *had* risen.

IRREGULAR VERBS

Most verbs form their past tense and perfect participle by adding *d* or *ed* to the present; as, stop, stopped, stopped.

A number of verbs, however, are irregular in these forms, and are known as **irregular verbs**. The following list of irregular verbs should be memorized.

NOTE.—This list should be used as a spelling lesson, the teacher dictating the present forms, the pupils writing the past and perfect participle.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
am	was	been
arise	arose	arisen
awake	awoke, awaked	awaked
bear (to carry)	bore, bare	borne
become	became	become
begin	began	begun
bid (to command)	bade	bidden
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk, drank
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (to suspend)	hung	hung
hang (to take life)	hanged	hanged
know	knew	known
lay (to place)	laid	laid
lie (to recline)	lay	lain

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
pay	paid	paid
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
run	ran	run
see	saw	seen
set (to place)	set	set
shake	shook	shaken
shrink	shrank, shrunk	shrunk, shrunk
sing	sang, sung	sung
sink	sank, sunk	sunk
sit (to be seated)	sat	sat
slay	slew	slain
speak	spoke, spake	spoken
spring	sprang, sprung	sprung
steal	stole	stolen
strike	struck	struck, stricken
swear	swore	sworn
swell	swelled	swelled, swollen
swim	swam, swum	swum
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
wake	waked, woke	waked, woke
wear	wore	worn
weave	wove, weaved	woven, weaved
write	wrote	written

Exercise 43

PAST TENSE AND PERFECT PARTICIPLE

Write the following sentences, omitting the improper italicized verbs. Do not use a past tense form with an auxiliary; do not use a perfect participle without an auxiliary:

1. If I had not *saw—seen* what I *saw—seen*, I should not have *did—done* what I *did—done*.
2. I was to meet Jones here, but he has not *come—came*.
3. You have *tore—torn* your coat.
4. Have you *wore—worn* your new coat?
5. Someone has *took—taken* my book.
6. Have you *wrote—written* your lesson?
7. The bell had *rang—rung* before the whistle *blowed—blew—blown*.
8. The pitcher *throwed—threw—thrown* the ball into the field.
9. Before the man had time to think the panther had *sprung—sprang* upon him.
10. I *done—did* that work yesterday, and have *done—did* it again today.
11. Although the water was muddy, we all *drunk—drank* it.
12. No one has ever *swam—swum* the Whirlpool Rapids.
13. They *sang—sung* that song at the beginning of the term, and they have *sung—sang* it every day since.
14. Beeves are *hanged—hung*; men are *hung—hanged*.
15. The river has *rose—risen* several feet.
16. Everyone else was up before I had *awaked—awoke—awakened*.
17. I *began—begun* my work before you came.

18. I shouldn't have *gone*—*went* if I had *known*—*knew* it was so far away.

19. He *done*—*did* it; I *saw*—*seen* him.

20. The windowpane was *broke*—*broken* by James.

21. The newsboy must have *forgot*—*forgotten* to leave the paper.

22. I was up before anyone else had *arose*—*arisen*.

23. The old woman has *bore*—*borne* her troubles well.

24. The tower of the church has *fell*—*fallen* down.

25. The river has *overflowed*—*overflown* its banks.

26. He committed the crime and *fled*—*flew*.

27. The frightened horses *ran*—*run* into the yard.

28. I have *showed*—*shown* you all my books.

29. The witness has *swore*—*sworn* to tell the truth.

30. We were badly *shook*—*shaken* up.

31. I fear I should be *drowned*—*drownded* if I should go swimming.

32. If we had *came*—*come* late, would it have made any difference?

33. The fruit has been *froze*—*frozen*.

34. I *seen*—*saw* him after he had *written*—*wrote* the last page.

35. They were *driven*—*drove* out of their home.

36. Her flowers *growed*—*grew* fast.

37. She has *ridden*—*rode* that horse many times.

38. He has *become*—*became* indifferent.

39. The queen *bid*—*bade* all her servants come before her.

40. On our return home we found the waterpipes *busted*—*burst*—*bursted*.

41. He is afraid he has *broke*—*broken* his leg.

42. Have you *eat*—*ate*—*eaten* your luncheon?

43. The culprit was said to have *stole*—*stolen* some brass.

44. The vessel *sank*—*sunk* and all on board *drowned*—*drowned*.
45. Saul has *slain*—*slew* his thousands.
46. Have you ever *rode*—*ridden* a bicycle?

Exercise 44

Sit and set

Sit is intransitive, and *must not be* used with an object.
Set is transitive, and *must be* used with an object.

1. He the pail on the bench this morning.
2. The pail has there since it was there, and it is stilling there.
3. May I here?
4. He has beening there all afternoon.
5. You very quietly.
6. Those trees were out last spring.
7. Let him there as long as he wishes.
8. He has there all day.

Exercise 45

Lie and lay

Lie is intransitive; it *must not be* used with an object.
Lay is transitive; it *must not be* used without an object.

1. He has in bed all morning.
2. Let the sleeping dogs
3. Let him there until he wakes.
4. Now I me down to sleep.
5. I am ready to down.
6. He the papers before the judge yesterday.
7. The papers were aside by the judge.
8. They are still on his desk.

Exercise 46*Rise, arise, and raise*

Rise is intransitive; it *must not be* used with an object.

Raise is transitive; it *must not be* used without an object.

1. I will and go to my father.
2. The heavy snows have caused the river to
3. He has early today.
4. your hand if you know.
5. They have all their hands.
6. The price of meat has
7. The bread would not
8. The curtain is to at eight. I myself shall see toing it then.

Exercise 47

1. The river *rises—raises* rapidly.
2. The safe was *raised—risen* by means of a rope.
3. When we are weary we *lie—lay* down.
4. I *lay—laid* down this afternoon.
5. I have frequently *laid—lain* in bed until eleven.
6. Please *sit—set* here until I return.
7. She *set—sat* the hen on some eggs, and she is still *sitting—setting* there.
8. He was engaged in *sitting—setting* out flowers.
9. I saw that book *laying—lying* on the table.
10. I have *laid—lain* on that sofa many times.
11. I'm so glad to see you; come in and *sit—set* down.
12. Don't *sit—set* around when you have work to do.
13. The thief ran away, but the detective is *lying—laying* for him.
14. These eggs were *laid—lain* yesterday.

15. He *rose—raised* rapidly to prominence.
16. He tried to *rise—raise* himself from the condition into which he had fallen.
17. One *sets—sits* a hen, and she *sets—sits* on the eggs.
18. Then we call her a *setting—sitting* hen.
19. At daybreak we will *sit—set* out on our journey.
20. The sun *sets—sits* in the west.

Exercise 48

May and can ; might and could

May expresses probability or permission. *Might* is the past form of *may*.

Can expresses power or ability. *Could* is the past form of *can*.

1. *Can—may* I borrow your book?
2. *May—can* Mary and I be excused?
3. Who *can—may* deny that God is just?
4. I asked him whether I *might—could* come to see you.
5. I never *could—might* understand geometry.
6. *Can—may* a lie ever be justifiable?
7. If he has sufficient strength he *can—may* remove the window, but he will not do so unless the owner says he *can—may*.
8. No one *can—may* smoke in this room.
9. *May—can* I ask your name, sir?
10. You *may—can* go out and play.
11. The pupil asked if he *could—might* be excused from reciting.
12. They wanted to know if they *might—could* have a holiday.
13. I wish I *might—could* have a vacation.
14. *Can—may* the mountain be climbed?

15. That *can—may* be true, but it *can—may* not be relied on.
16. Several people *can—may* use the same book.
17. What *can—may* not be done in a week?
18. You *can—may* often hear the noise.
19. *Can—may* John go with me?
20. You *can—may* stay as long as you wish.

PERSON AND NUMBER

The verb agrees with its subject in person and number.
The verb *be* has the following person and number forms :

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1. I <i>am</i>	We <i>are</i>
2. You <i>are</i>	You <i>are</i>
3. He <i>is</i>	They <i>are</i>

PAST TENSE

1. I <i>was</i>	We <i>were</i>
2. You <i>were</i>	You <i>were</i>
3. He <i>was</i>	They <i>were</i>

Other verbs have only one inflection for number and person. With a subject in the third person, singular number, a verb or an auxiliary in the present or present perfect tense must end in *s* :

Miss Brown *sings* in the village choir.
She *has* been singing for many years.

In the present tense column of the list on page 61 the verbs (with the exception of *am*) are plural number. Each requires the addition of *s* or *es* when used with a singular subject :

He *arises*.

The servant *awakes*.

The squaw *bears* the burdens.

Perhaps the most frequent error made in connection with verbs is the use of a singular verb with plural subject.

Exercise 49

1. Our attorneys *write—writes* us that the claim is uncollectible.
2. The statement *is—are* taken at its face value.
3. Mr. Manley *has—have* proposed a plan for the adjustment of differences between the operators and miners.
4. The operators *believe—believes* this proposition equivalent to the old scale.
5. The developments *is—are* awaited with interest.

Exercise 50

When the verb and its subject become separated, especial care must be exercised to see that the verb is not made to agree with some word near it, rather than the real subject:

1. Our attorneys having charge of your claim for damages against R. H. Keel *write—writes* that the claim is uncollectible.
2. The statement credited to Huerta's war minister in connection with the issuance of orders to the two Federal gunboats *is—are* taken at face value.
3. Mr. Manly, who is attending the convention as a representative of the Eastern Ohio operators, *has—have* proposed a plan for the adjustment of differences between operators and miners.

4. The operators of Eastern Ohio, where it is estimated that 35 percent of the output of a mine is fine coal, *believe—believes* this proposition equivalent to the old scale.

5. The developments of the next twenty-four hours at the meetings of the Mediation Committee *is—are* awaited with interest.

6. The chastity of honor, which left a stain like a wound, which inspired courage while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing its grossness, *is—are* gone.—*Burke.*

7. The sight that pulled the hardest at the heartstrings of the great throng of onlookers that witnessed the removal of the bodies *was—were* that of the sailors carrying the tiny caskets containing the bodies of babies that were drowned.

8. The great good which this organization has accomplished and the vast influence which it has so fortunately exercised throughout the world *is—are* evidenced in a very impressive way by the loyal support it receives from its large membership.

Exercise 51

Errors are frequently made when the subject is out of its usual order :

1. In front of the building *stand—stands* four large marble vases.

2. Gracefully *bend—bends* the willow.

3. How full of briars *is—are* this working-day world.

4. The greatest of all treats *is—are* the singing of the nightingale.

5. In yonder hut *live—lives* three dark-eyed savages.

6. Far beyond the storm-tossed seas *is—are* our island home.

7. The dews their jewels *bring—brings*.

SPECIAL RULES

A plural subject requires a plural verb; as, Birds *fly*, The flowers *are blooming*.

If the subject is plural in form but singular in meaning, a singular verb is required; as, Fifteen dollars *was* spent on the enterprise.

Exercise 52

1. Many Indians still *live—lives* in wigwams.
2. There *is—are* three pounds of butter in the pail.
3. Ten years *seem—seems* a long time to stay in one place.
4. Mathematics *has—have* always been interesting to me.
5. A great many errors *was—were* found in the boy's work.
6. The news concerning the blockade *has—have* been confirmed.

SUBJECTS CONNECTED BY *or* OR *nor*

Two or more singular subjects connected by *or* or *nor* require a singular verb; as, Neither James nor John *is* coming.

When two or more subjects connected by *or* or *nor* differ in person or number, the plural is placed nearest the verb and the verb agrees with it in the plural; as, Either the teacher or the pupils *are* to blame for the poor results.

When the subjects differ in person, an awkward sentence may be avoided by using a verb with each subject; as, Either you *are* wrong, or I *am*.

Exercise 53

1. Neither Mary nor Lucy *is—are* qualified to fill the position.
2. The general or his aids *is—are* to be here.
3. Neither he nor I *is—am—are* going.
4. Neither Brown nor his friends *know—knows* anything about it.
5. Neither beauty, wealth, nor talents *was—were* injurious to her modesty.

SUBJECTS CONNECTED BY *and*

Two or more singular subjects connected by *and* require a plural verb ; as, Mary and Lucy *are* studying.

When the subjects connected by *and* refer to the same person, a singular verb is required ; as, The secretary and treasurer (one man) *is* out of the city.

When they represent one idea or are very closely connected in thought, a singular verb is required ; as, Bread and butter *is* a wholesome food.

When preceded by *each, every, many a*, etc., a singular verb is required ; as, Every street and alley *was* filled with people.

When one of the subjects is affirmative and the other negative, the verb agrees with the affirmative and is understood with the negative ; as, The condition of the market, and not our desires in the matter, *governs* prices.

Two or more singular subjects connected by *as well as, and also, in addition to*, etc., require a singular verb ; as, The letter, as well as the package, *has* been miscarried.

Exercise 54

1. Grammar and arithmetic *is—are* interesting.
2. Each of the churches *has—have* art windows.
3. The horse and carriage *is—are* waiting at the gate.
4. The president and owner of the school *talk—talks* to the students every day.
5. Diligent industry, and not mean savings, *constitutes—constitute* honorable competence.
6. Mr. Washington, and also Mr. Jones, *is—are* to address the students.

COLLECTIVE NOUNS AS SUBJECTS

When a collective noun refers to its individuals as acting separately or independently, it should be followed by a plural verb; as, The jury *were* not unanimous.

When a collective noun refers to its individuals as acting as a whole, the singular verb is required; as, The jury *was* a long time reaching its decision.

Exercise 55

1. The committee *has—have* been faithful from the beginning.
2. The audience *was—were* held by the speaker as if *it—they* were one man.
3. When he ceased, his audience *was—were* free to go *their—its* ways.
4. The crowd *was—were* composed of men of every class.
5. The public *is—are* often deceived by false appearances.

6. The public *is—are* cordially invited.
7. His family *is—are* in Cincinnati.
8. His family *is—are* in Cincinnati and St. Louis.

Exercise 56

1. Every hill and every mountain *has—have its—their* echo.
2. The secretary and treasurer *has—have* made a statement.
3. Bread and butter *has—have* a place on nearly everyone's table.
4. Every citizen and soldier *is—are* ready to defend the country's honor.
5. Your coat and hat *is—are* in the wardrobe.
6. Every house and lot *has—have* been sold.
7. Neither the general nor the soldiers *realize—realizes* the danger.
8. Either Mary or Ellen *is—are* willing to help you.
9. Poverty or wealth *has—have* many temptations.
10. Poverty and wealth *has—have* many temptations.
11. The firm *is—are* nearly ready to move into the new building.
12. In America, the people *elect—elects* the president.
13. The society *has—have* held three meetings this month.
14. The father, as well as the sons, *has—have* duties to perform.
15. Not one of the class *has—have* failed this week.
16. Every member of the society *is—are* expected to attend all meetings.
17. Neither the master nor the servants *is—are* to blame in the matter.

18. The whole class *is—are* to meet in the library.
19. The lowest mechanic, as well as the richest citizen, *is—are* protected by the new law.
20. To this cause, no doubt, *is—are* due all the failures.
21. Nothing but trials and disappointments *seem—seems* to await me.
22. A tall man with a little boy *was—were* walking leisurely through the deserted street.
23. Either of the men *is—are* worth a million.
24. *Was—were* you ever in Chicago?
25. Many a day *has—have* passed since then.

Exercise 57

1. Till those questions were well answered, trade was in danger of standing still, and that large body of men who were not counted as citizens, and had not so much as a note to serve as an anodyne, *was—were* likely to get impatient.
2. Who was it that had said five hundred florins *was—were* more than a man's ransom?
3. The blind father sat with head uplifted, as if he *were—was* gazing into his daughter's face.
4. "Plutarch's Lives" *is—are* a good book.
5. He was chosen one of the four speakers who *was—were* to speak on commencement day.
6. The end and aim of his life *is—are* to get money.
7. This is one of the four metals that *is—are* available.
8. Ten minutes *was—were* given him in which to answer.
9. Neither sincerity nor cordiality *characterize—characterizes* him.
10. Twenty years of his life *was—were* spent in prison.
11. Both physical and manual training *are—is* necessary.

12. The wife and mother *kneel—kneels* in prayer.
13. Neither the manager nor his assistants *has—have* a thorough knowledge of the business.
14. The people of the United States *take—takes* great interest in political discussions.
15. The violet and the hyacinth *bloom—blooms* about the same time.
16. My neighbor's dogs *do—does* nothing but howl.
17. The men that *do—does* things *are—is* the men that *succeed—succeeds*.
18. Even the captain and the mate, who usually *do—does* not shrink from any danger, *has—have* been convicted of cowardice.
19. Into every man's life there *come—comes* at least one great sorrow and one supreme opportunity.
20. The costliness of her dress and jewels *was—were* evident at a glance.
21. The persecutions of the old college bell, which summoned him every morning from a warm bed to a chilly class-room, *interrupt—interrupts* his slumbers no longer.
22. The number of men and women present *was—were* not so large as on former occasions.
23. Many a communication, telegraphic as well as postal, *has—have* been exchanged between the President and responsible officials of the state of California.
24. The British commander gave notice to the Spanish authorities that if another Englishman or another American *was—were* shot, he would bombard and destroy the town.
25. Three drops of this medicine *is—are* a dose.

Exercise 58*Don't and doesn't*

Don't is the contraction of *do not*, therefore plural; it may be used with nouns in the plural, and with the pronouns, *I, we, you, they*.

With *he, she, and it*, and nouns in the singular, *doesn't* or *does not* should be used.

Write the following sentences, inserting the proper form, *don't* or *doesn't*:

1. I understand why she try to overcome that defect.
2. It seem as if it would ever stop raining.
3. He is a foolish man who improve his opportunities.
4. everybody know that "don't" is plural?
5. Why he investigate the matter?
6. It make any difference to him, one way or the other.
7. Politics *is—are* a matter which interest him.
8. This year's team compare with the team of last year.
9. It take long to learn shorthand.
10. Yes, he said so; but that make it so.
11. Either they know any better, or he care.
12. Clara look much like her sister.
13. He know his own relatives.
14. I understand why every stenographer make a special study of English.

Exercise 59**OTHER CONTRACTIONS**

Grammarians condemn the use of contractions in formal composition. They are, however, permissible in ordinary conversation; and are used more or less by present-day writers. *Ain't* and *hain't* are always wrong.

Attention is here called to the spelling of contractions. Though the rule is simple and invariable, they are frequently misspelled.

An apostrophe is placed where the letter or letters are omitted. In *don't* the *o* in *not* is omitted; in *you'll*, *wi* in *will*, etc.

Write contractions for the following expressions:

- | | |
|-----------------------|---------------|
| 1. I will | 14. They will |
| 2. I would | 15. Have not |
| 3. I had | 16. Has not |
| 4. You will | 17. Is not |
| 5. You are | 18. Are not |
| 6. He will | 19. Can not |
| 7. He would | 20. Would not |
| 8. She will | 21. Did not |
| 9. She would | 22. Will not* |
| 10. It is (two forms) | 23. It will |
| 11. It was | 24. Ever |
| 12. It were | 25. Never |
| 13. They are | 26. Even |

*NOTE.—*Won't* comes from the Middle English "wol not," and is either singular or plural.

Exercise 60*Got*

Do not use *got* with *have*, *has*, or *had* to indicate possession or obligation. *Have got* means "have secured (obtained)."

Write the following sentences, omitting *got* where it is incorrectly used :

1. I have got some books on that subject.
2. Have you got a knife?
3. I tried to get permission to go, but I haven't got it yet.
4. Have you got permission to go?
5. I have got to leave at 4 p. m.

Exercise 61

REVIEW OF VERBS

Correct such of the following sentences as are incorrect. Give reasons :

1. Kindly sit the vase on the mantle.
2. We found the pictures laying in the bottom of the box.
3. The poor crops will cause prices to raise.
4. If the weather was not so cool, it would be better for vegetation.
5. When may I call and show you my samples?
6. John's employer said he could go an hour earlier on Saturday.
7. When shall it be convenient for you to go over the plans with me?
8. I would be pleased to help you at any time.
9. When I reached the doctor's office, he had went out to see a patient.

10. It is an accomplishment to be able to legibly and grammatically write a business letter.

11. I should have been glad to have bought your property, had I knew it was for sale.

12. John killed a snake standing in the yard yesterday.

13. It don't seem to be so hot as it was yesterday.

14. Tom Anderson hasent missed a meal in ten years, and yet he says he isnt well.

15. The newspaper says that the Star Traction Co. has got to pay ten thousand dollars damages to Joseph Peck.

16. The citizens of this state seems to have lost all pride and patriotism.

17. We are informed that you are in trouble. Please let us know what the state of affairs is.

18. Speed is acquired by reading as well as by writing, and this method of practicing each word and phrase in the vocabulary over and over many times get the exact form of the correct outline thoroughly fixed in the mind and, at the same time, give the student experience in forming the characters.

19. Ten years have passed since I seen him last.

20. Nothing but expense and trouble have grown out of the business.

21. Can I have the use of your ruler for a little while?

22. Will I find you at home this evening?

23. The river had overflown its banks during the night.

24. He rung the bell twice this morning.

25. The scene of the play was lain in the Ohio Valley.

26. He don't look like a man of that sort.

27. I intended to have written on Saturday.

28. How far did you say it was to Washington?

29. If I was him I would be ashamed to go there again.

30. Every chapter, and indeed every page, furnishes proof of this.

Exercise 62

Review of nouns, adjectives, and verbs.

Correct such of the following sentences as are incorrect, and give reasons :

1. We have opened several cases of ladie's and childrens shoes.
2. The attornies for the defense will ask for a new trial.
3. Several court-martials were held in Mexico recently.
4. What sort of a position do you wish ?
5. It isn't safe to trust them kind of people.
6. The News has the largest circulation of any other paper in the city.
7. I saw a large and small dog laying in the yard.
8. A long black ladys glove was found on the floor.
9. Which is the cheapest, the black, or white hat ?
10. Two teaspoonsful of this mixture, dissolved in a glass of water and drank during effervescence, makes a cooling drink.
11. I understand that no one but the Smith's have been invited.
12. I meant to have called you this morning.
13. What have you got to do before you shall be ready to go ?
14. Neither Anderson nor Thompson are willing to assume the obligation.
15. "Folio" isn't one of the words that adds *es* in the plural.
16. Is it ignorance or carelessness that is causing so many stenographers to fail ?
17. The derivation of the word, as well as the usage of our best writers, are in favor of this view.

18. He appeared to clearly understand the various steps of the process.

19. A rapid increase in the number of schools and of the pupils attending them is not at present to be expected.

20. If he was wise he would content himself to follow his parents advice.

21. No principal can be stated, no rule can be lain down, that apply to all these sort of questions.

22. If you had went a little closer you would have saw that it was'nt Brown.

23. Any man or woman that once buys anything from us are sure to become regular customers.

24. If there was any penalty for such conduct, we might have better books.

25. I hoped to have seen you at the meeting last night.

ADVERBS

An **adverb** is a word used to modify a verb :

The students work *quietly*.

We must go *now*.

You may place the book *here*.

He should study *more*.

Quietly tells *how* the students work.

Now tells *when* we must go.

Here tells *where* you may place the book.

More tells *how much* he should study.

An adverb answers the question, How? When? Where? or, How much? in reference to the action expressed in the verb which it modifies.

Most adverbs of manner (those telling *how* an action is performed) end in *ly*. Adverbs of this class modify only verbs of action—not copulatives or sense verbs; as, smell, taste, etc. These are followed by adjectives.

Adverbs modify *adjectives* also :

She is *very* studious.

The river is *quite* low.

He seems *too* ill to work.

This lesson is *so* difficult.

He is an *exceedingly* rich man.

An adverb modifying an adjective expresses degree. It answers the question, How? or, To what degree? *Very* tells *how* studious; *quite*, how low; *too*, how ill; *so*, how difficult; *exceedingly*, how rich.

Adverbs modify other *adverbs*:

She works *very* quietly.

He walks *rather* slowly.

An adverb is a word used to modify a verb, an adjective, or an adverb.

Exercise 63

List the adverbs in the following sentences, telling what they modify :

1. He writes badly now ; then he wrote well.
2. Here he was gladly received ; there he was unkindly repulsed.
3. They greeted us very cordially.
4. The house is too large.
5. He is slowly but steadily gaining ground.
6. Slowly and sadly they laid him down.
7. It is almost done.
8. Any suggestions will be very kindly received.
9. They traveled slowly.
10. The soldier was quickly overcome.

REVIEW

Before taking up the next exercise, review the following facts relative to parts of speech discussed up to this point ; namely, noun, adjective, verb, adverb :

The noun may be modified by an adjective, and it *can not be modified by any other part of speech*.

The adjective is used to modify a noun, and *it must not be used to modify any other part of speech*.

The adjective may be modified by an adverb, and *by no other part of speech*.

The verb may be modified by an adverb, and *it can not be modified by any other part of speech.*

An adverb may modify a verb, an adjective, or an adverb.

An adverb may be modified by an adverb, but *by no other part of speech.*

Verbs and nouns are modified; adjectives and adverbs may modify or be modified.

Exercise 64

Rule a sheet in four columns, heading them noun, adjective, verb, adverb. Classify the italicized words in the following sentences:

1. This *long march* through the primeval *forest* and over the *rugged* and *trackless mountains* was *one* of the most *remarkable exploits* of the war.

2. *Dutch cheeses* are the favorite *relish* of *English epicures*.

3. The *defeated* candidate will *retire* into private *life*.

4. *These* prices, as you say, *are too high*.

5. I *intend to begin* work *tomorrow*.

6. I shall be glad *to see* you *whenever* you may find time *to come*.

7. Thoughts do *often lie too deep* for *tears*.

8. We now have an *especially attractive line* of goods.

9. He *breathes freely*.

10. These people *were treated very badly*.

Exercise 65

Use adverbs meaning the same as the phrases in the following :

1. You must treat him *with respect*.
2. It is best to be polite *at all times*.
3. If you behave *with propriety*, you will merit praise.
4. He came *to this place* last May.
5. He is too diffident to speak *in public*.
6. I want him to come *at once*.
7. The plan was made *in secret*.
8. He will pay his rent *by the year*.
9. We deal *upon honor* with our customers.
10. He finished his task *in haste*.
11. No written work should be permitted until there has been thorough practice in doing the thing *in the mind*.
12. It must become a fixed habit with the pupil to do all things *with accuracy*.
13. It does not take long to become familiar with them *in theory*.
14. The customer remitted for the bill *with promptness*.
15. The question may be stated *with brevity*.

COMPARISON

Adverbs are compared to show different degrees.

A few adverbs are compared by adding *er* or *est* to the simple form; as, often, oftener, oftenest.

Some are compared irregularly; as, well, better, best; far, farther, farthest.

Most adverbs are compared by means of *more* and *most*, *less* and *least*.

PLACING OF ADVERBS

Place the adverb where it will most clearly show the meaning intended.

An adverb naturally follows the verb it modifies unless the verb is followed by a complement or other lengthy modifiers:

They traveled slowly.

They slowly traveled the long and wearisome path up the mountain.

Exercise 66

Put the adverbs in the parentheses in the proper places:

1. The river runs its course down the sloping valley (rapidly).

2. This letter should have been written yesterday (certainly).

3. The rushing, roaring torrent tore down the mountain side (madly).

4. We are now prepared to fill all orders (promptly).

5. I was too much overcome to reply (properly).

6. The prisoner watched the judge's face (anxiously).

7. The man was pleased with his promotion (much).

8. You will have no other opportunity (perhaps).

9. The tunnel extends through the mountain (almost).

10. I expect to test the effects of the drug (thoroughly).

The words *only*, *merely*, and *also* give the most trouble in placing. Sometimes they are adjectives and sometimes adverbs, and their different positions in the sentence convey very different meanings.

Explain the meaning of each of these sentences:

Only I heard him.

I heard him *only*.

I *only* heard him.

Exercise 67

Place the words *only*, *merely*, and *also* in these sentences to express the meaning indicated :

1. I can hope for that (*only*—can hope and do nothing else).
2. They have been ordered to sell three of them (*only*—three and no more).
3. The father and the child were saved (*only*—no one but the father and the child).
4. The French lost many officers (*only*—the French and no others).
5. I spoke to him (*merely*—spoke and nothing else).
6. We are following your orders (*only*—following and nothing else).
7. This firm competed with us (*also*—this firm as well as others).
8. This firm competed with us (*also*—with us as well as with others).
9. They live by hunting and fishing (*only*—by hunting and fishing and nothing else).
10. We want to do what is right (*merely*—what is right and nothing else).

Exercise 68

Rewrite the following sentences, placing the italicized adverbs so as to express properly the meaning evidently intended :

1. All your neighbors were *not* invited.
2. There can *not* be found one man that is willing to undertake it.
3. The girls were *nearly* dressed alike.

4. If you have *only* learned to spend money, you may stay at home.
5. I told him to *not* go.
6. I take this opportunity to *publicly* apologize.
7. He moved to *indefinitely* postpone the subject.
8. He promises to *earnestly* try to do better.
9. One must understand the forms of a language in order to *properly* speak it.
10. Do you expect to *always* have your way in everything?
11. His experience enables him to *quickly* discern and fulfill the most exacting requirements of the trade.
12. The conductor failed to *properly* protect him.
13. We would thank you to *promptly* procure for us the original expense-bill.
14. If thou art blessed *naturally* with a good memory, continually exercise it.
15. You must not expect to find study agreeable *always*.

CAUTIONS

Participles should never be modified by *very* or *too* :

He was much pleased (not *very pleased*).

He was too much frightened (not *too frightened*) to speak.

A caution about the spelling of the adverb *too* is necessary. Remember that this word means *also* or *more than enough* :

I, *too*, will go.

You bought *too* many goods.

Exercise 69

Supply *to*, *too*, or *two* :

1. I want hear him sing.
2. Did you buy of those cases?
3. He intends going the auction sale.
4. We were much grieved notice his absence.
5. Why not order dozen more?
6. That firm is reckless in expenses.
7. They lost in that bank failure.
8. You will wait until it is late buy advantage.
9. They would like go
10. Those men are honest engage in any such scheme.

Exercise 70

Good and well

Good is usually an adjective*. *Well* is an adverb sometimes used as an adjective*.

Write the following sentences, omitting the improper italicized words :

1. Between you and me, that work was done *good—well* enough for anybody.
2. That man has not seen a *good—well* day for years.
3. I can never believe that the convict was a *good—well* man.

**Good* is used as a noun in such expressions as, The evil that men do lives after them; the *good* is oft interred with their bones. Also, It is said that the *good* die young.

**Well* is often used as an adjective, meaning good health; as, I am very *well*, thank you. There is not a *well* person in the family.

4. This pen is so poor that I can't write *good—well*.
5. There is an old saying that the *good—well* die young.
6. How do you like this candy? Does it taste *good—well*?
7. How do you feel today? Pretty *good—well*, thank you.
8. Don't you like these pictures? I think they are very *good—well*.
9. I think Fannie looks *good—well* in her black dress.

Exercise 71

Real and very

Real is an adjective of quality; *very* is an adverb of degree:

1. I think your new hat is *real—very* pretty.
2. We were very much alarmed about the boy; he was *real—very* sick.
3. Is that stone in your ring a *real—very* diamond?
4. Isn't it a *real—very* pleasant evening?
5. Clara's dress was trimmed with *real—very* point lace.
6. The climate of Colorado is *real—very* healthful.
7. These paper chrysanthemums look *real—very* natural.
8. It was a *real—very* treat to listen to such a discourse.
9. Miss Jackson was *real—very* kind to excuse us from reciting in history today.
10. In this age of superficiality and deceit, it is encouraging now and then to see a *real—very* hero.
11. We had a *real—very* pleasant time at the last meeting of the club.

ADJECTIVE OR ADVERB

Errors are very frequently made in choosing the word following a verb. The error most frequently made is in using an adverb of manner (the form ending in *ly*) where an adjective should be used. This can be avoided by noting carefully the following remarks:

As the specific use of such words as badly, slowly, sadly, etc. (adverbs of manner), is to tell *how* an *action* is performed, they can be correctly used with *action verbs* only.

The following are correct:

The boys behaved very *badly*.

They travel *slowly*.

Slowly and *sadly* they laid him down.

In each example the verb is active; that is, the *subject* is represented as *doing something*, and badly, slowly, sadly, tell *how* the action is performed.

Let us remember, however, that some verbs do not express action, and therefore are not modified by adverbs of manner:

Sugar *tastes* sweet.

Sweet names a quality of the subject *sugar*. Sugar is a noun; the modifier of a noun *must be* an adjective.

Tastes does not express an action, it simply asserts the relation between sugar and sweet. Sugar is not represented as *doing something*.

To determine which to use in a sentence, slow or slowly, quick or quickly, prompt or promptly, etc., ask yourself these questions:

Does the verb express action? Does the *subject* do something? Is the word in question used to tell *how* this action is performed? If so, use the adverb.

Is the verb copulative? Does it merely assert the relation between the subject and the word in question? Does the word following the verb name a quality of the subject? If so, use the adjective.

Exercise 72

Choose the right word :

1. The lake looks *calm*—*calmly*.
2. He spoke *calm*—*calmly*.
3. The sky looks *clear*—*clearly*.
4. Then we saw *clear*—*clearly*.
5. You walk too *slow*—*slowly*.
6. The man looks *bad*—*badly*.
7. She wants it *bad*—*badly*.
8. We listened *anxious*—*anxiously*.
9. He sees *good*—*well*.
10. This tastes *good*—*well*.
11. The pain is *near*—*nearly* gone.
12. He stood *idle*—*idly* watching the men at work.
13. That horse behaves *badly*—*bad*.
14. We are *very*—*very much* gratified at our success.
15. He was *most*—*almost* too young for so responsible a position.
16. He was *too*—*too much* chagrined to attempt it again.
17. This is *easier*—*more easily* said than done.
18. I was *that*—*so* surprised that I could not speak.

Exercise 73

Write the following sentences, omitting the improper italicized words :

1. I can build a house *easier—more easily* than I can write an essay.
2. How *strange—strangely* it all seems!
3. After his misfortune, the poor boy looked *wretched—wretchedly*.
4. All these flowers smell very *sweet—sweetly*.
5. Doesn't Bertha look *beautiful—beautifully* in her new gown?
6. The unkind words sounded *harsh—harshly* to him.
7. You do not write *plain—plainly* enough.
8. The minister looked *good and noble—well and nobly*.
9. My pen does not write *good—well*.
10. My head feels *bad—badly* this morning.
11. You are doing your work very *bad—badly*.
12. The student answered *prompt—promptly*.
13. Does my new gown look *good—well?*
14. Please speak *louder—more loudly*.
15. The face of the old man looked positively *awful—awfully*.
16. The atmosphere seems *fine—finely*.
17. Talk as *quiet—quietly* as possible.
18. We arrived home *safe and sound—safely and soundly*.
19. All nature seems *calm and peaceful—calmly and peacefully*.
20. The old lady appeared *sad and mournful—sadly and mournfully*.
21. I am not well today ; I feel *sick—sickly*.
22. The boy came back as *quick—quickly* as he could.
23. It seems to me that this work has been done *good—well* enough for anybody.

24. Some birds fly *swifter*—*more swiftly* than others.
25. How is the state of your health today? Very *good*—*well*, I thank you.
26. The mills of the gods grind *slow*—*slowly*; but they grind *exceeding*—*exceedingly* small.
27. The river runs very *rapid*—*rapidly*.
28. You must read more *distinct*—*distinctly*.
29. He felt *awkward*—*awkwardly* in the presence of ladies.

Exercise 74

Strike out the incorrect italicized words in the following sentences :

1. Fortunately, we may deal with anarchy on a *reasonable*—*reasonably* effective basis.
2. I bought *heavy*—*heavily* for the winter trade.
3. The price which we quoted is *considerably*—*considerable* reduced.
4. His own generation will *probable*—*probably* see him a financial, a physical, and a moral wreck.
5. We are offering goods now at a *remarkable*—*remarkably* low price.
6. If you think *favorable*—*favorably* of my application, kindly communicate with Dr. Lewis M. Noles.
7. The cost of mailing would be *considerable*—*considerably*.
8. Once a thing is done, no one ever regrets having done it *slow*—*slowly* and *painstaking*—*painstakingly*, but many a time one has to regret having done a thing too *rapidly*—*rapid* and *slighting*—*slightingly*.
9. We want this size boat to be made as *cheap*—*cheaply* as possible.

10. Erie seems to us to be a *remarkable—remarkably* good purchase.

11. He may succeed *tolerably—tolerable* well, but he is neither a Solomon nor a Samson.

12. You can send your order either *direct—directly* to us or through your advertising agent.

13. The prices are *considerable—considerably* lower than were given you last year.

14. You state that some way will *probably—probable* be found to avoid legal proceedings.

15. It seems to us that a large number of subscribers might *possible—possibly* be obtained from your church.

16. During fifty years as an uninterrupted, *successful—successfully* and *conservative—conservatively* operated company, we have paid \$45,000,000 to our policyholders.

17. We now have an *especially—especial* attractive line of goods.

18. We desire to say that you are somewhat far away to do business with us on *mutual—mutually* satisfactory terms.

19. We regret to say that the samples do not grade *extraordinary—extraordinarily*, and none can be called fancy.

20. The goods can *probably—probable* be used later on, if not at present.

21. He breathes *free—freely*.

22. No improvement can be noted in the apple market as yet, and *comparative—comparatively* little business has been done since you left here.

23. We hope that everything can be arranged *satisfactory—satisfactorily* between you.

24. Does your company propose to repaint this structure *satisfactory—satisfactorily*, or shall I employ someone else to do the work?

25. You should have explained more *definitely*—*definite*, as this was the first order you had given us.

26. I would suggest that they be arranged *alphabetical*—*alphabetically* or *chronological*—*chronologically*.

27. We do not think it *advisable*—*advisably* to buy too *heavy*—*heavily*.

28. We should like to hear from you *occasional*—*occasionally* with news from your part of the state.

29. We should like to have the matter pushed to a conclusion as *quick*—*quickly* as *possible*—*possibly*.

30. You can send your order *direct*—*directly* to us.

31. This paper feels *smooth*—*smoothly*.

32. The rose smells *sweet*—*sweetly*.

33. The wind blows *coldly*—*cold*.

34. I feel *bad*—*badly*.

35. I felt my way *carefully*—*careful* through the dark room.

36. They were requested to sit *quiet*—*quietly* in their seats.

37. The candy tastes *well*—*good*.

38. The old man looked *sad*—*sadly*.

39. The old man looked *sad*—*sadly* on the scene.

40. That music sounds *something*—*somewhat* like it.

41. It is *some*—*somewhat* cooler today than it was yesterday.

42. I think you looked *well*—*good* in your new suit.

43. You should write *accurate*—*accurately*.

44. These people were not treated so *badly*—*bad*.

45. The shoe goes on *easily*—*easy*.

46. His friends looked *cold*—*coldly* upon him.

47. You write *plainer*—*more plainly* than I do.

48. The work is not *near*—*nearly* done yet.

49. I did that *easier*—*more easily* than I thought I could.

50. We are not *that*—*so far* advanced.

Exercise 75**DOUBLE NEGATIVES**

Avoid the use of two negatives to express negation.

Correct the following :

1. The train doesn't wait for *no* one.
2. We didn't find *nobody* at home.
3. The boys don't want *no* holidays.
4. You don't look *no* older than you did ten years ago.
5. Nothing *can't* be done about it now.
6. The doctor said she would never be *no* better.
7. I hadn't *no* money left when I got home.
8. Abraham Lincoln never went to *no* college.
9. Don't you never tell *nobody* what I told you.
10. He never went to *no* church.
11. Some people don't seem to know *nothing nohow*.

Exercise 76

Indicate the use of each italicized word in the following sentences :

1. *Bear* ye one another's burdens.
2. The *bear* hibernates in the winter.
3. The *bear* skin lay on the floor.
4. The *flag* waved over the fort.
5. They *flagged* the train.
6. This is pungent *flag* root.
7. A *little* child shall lead them.
8. *Little* was expected of the delicate child.
9. The unwise student sleeps *little*.
10. He *belittled* the action.
11. The *blue* sky was gemmed with stars.

12. *Blue* was a favorite color.
13. The laundress *blued* the clothes.
14. The prisoner paid his *fine*.
15. *Fine* feathers do not make fine birds.
16. The man was *fined* two hundred dollars.
17. The boy did *finely*.
18. John is *head* of the firm.
19. Who *heads* the expedition?
20. The Atlantic liner *weathered* the gale.
21. The sailor must keep his *weather* eye open.
22. The *weather* was cold for June.
23. She was *light-hearted*.
24. The town was well *lighted*.
25. The electric *lights* illumine the streets.
26. He spoke too *lightly* of the solemn subject.
27. Bishop Spalding is an eminent *divine*.
28. The hand that made us is *divine*.
29. They *divined* the meaning instantly.
30. She was *divinely* fair.
31. *Like* produces *like*.
32. I *like* grammar.
33. We have *like* opportunities.

Exercise 77

REVIEW QUESTIONS

1. What may an adverb modify?
2. By what part of speech may an adverb be modified?
3. What part of speech may an adjective modify?
4. By what part of speech may an adjective be modified?
5. By what may a noun be modified?
6. May a noun be used as a modifier?

7. By what may a verb be modified?
8. May a verb be used as a modifier?
9. Explain difference between action verbs and copulative verbs.
10. Explain correct use of "good" and "well."

Correct errors :

1. There is no two of them exactly alike.
2. Can I leave my seat for a few minutes?
3. Is there anyone in the class that don't understand it?
4. We don't want no loafers here.
5. Wasn't you real glad to get home?
6. He don't seem to bowl as good as he used to.
7. They seem to me to be nearly dressed alike.
8. What did he say the name of this station was?
9. What have you got in your hand?
10. I meant to have written it this morning.
11. I intended to have insisted on this sympathy at greater length.
12. I have just explained to the class how to work those sort of questions.
13. Boys like you and he ought to be ashamed to behave so bad in church.
14. Such prices are only paid in times of great scarcity.
15. If I was in his place I would be glad to get rid of it.
16. Be sure to let me know if the water raises any higher.
17. This cake tastes quite nicely after all, don't it?
18. I worked steady at my trade for two years.
19. Who was it that was talking so loud in the next room?
20. He seemed to thoroughly understand the subject.

PREPOSITIONS

A **preposition** is a word used to connect a noun or pronoun to some other word in the sentence and to show the relation between them :

John is *under* the wagon.

James is *in* the wagon.

Carl is *beside* the wagon.

Charles is *on* the wagon.

Tom is *behind* the wagon.

A preposition is not quite so distinctly definable as the other parts of speech. It will be best understood by closely observing the illustrations here given, using the commonest words of the class.

Usually a preposition is *followed* by a noun or pronoun, and this following noun or pronoun is called its **object**.

The group of words formed by a preposition and its object is called a **phrase**. *Under wagon, in wagon, beside wagon, on wagon, behind wagon*, are phrases.

The word with which the noun or pronoun is brought into relation by the preposition is called its **antecedent**.

To determine the object of a preposition, ask *what?* or *whom?* after the preposition. The correct answer is the object ; as, in the first example above, Under *what?* Under the *wagon*.

To determine the antecedent, ask *who?* or, *what?* before the phrase ; as, *What* under the wagon? *Is* under the wagon.

Apply this to the following examples :

The antecedent may be a verb ; as,

He went *with* us.

It fell *through* the air *to* the ground.

Put it *on* the table.

They stayed *under* the shelter.

An adjective ; as,

Good *for* nothing

Free *from* dirt

Hoary *with* age

Prized *above* measure

An adverb ; as,

Sufficiently *for* my purpose

Another noun or pronoun ; as,

A box *of* wood

The top *of* the house

A ring *for* the finger

Doors *with* hinges

Pins *without* heads

Souls *above* deceit

The following are the prepositions most commonly used :

At, by, of, in, on, to, up, off, for, but, down, from, into, over, past, save, till, upon, with, about, above, after, along, among, below, since, under, across, before, behind, beyond, during, except, toward, within, without, around, besides, between, through, against, regarding, concerning, respecting, underneath, throughout, beneath.

Phrase prepositions :

As to, as for, as regards, along on, aboard of, apart from, by way of, contrary to, devoid of, from out, from beyond, instead of, in place of, in regard to, in reference to, on account of, to the extent of, with respect to.

Exercise 78

Point out prepositions, their objects, and antecedents in the following :

1. The bright stars twinkle in the sky.

2. The boy ran after the ball.
3. We go to school.
4. She stays at home.
5. The smoke rises in the air from the chimney.
6. The leaf fell from the tree to the ground.
7. The night is dark with clouds.
8. He rides on his horse.
9. A hot fire of coals is burning.
10. The dogs barked loudly in the distant village.
11. A clock of wood ticked on the wall.
12. The clouds are heavy with rain.
13. The winds of winter are cold.

PHRASES

A **phrase** is a group of words that does not contain a subject and a predicate, and that is used as a single part of speech.

A phrase formed by a preposition and its object is called a **prepositional phrase**. Each of the groups in Exercise 78 is a prepositional phrase.

A prepositional phrase may be used as,

1. An adjective modifier; as, A thing *of beauty* is a joy forever. *Of beauty* is an adjective phrase modifying *thing*.

2. An adverbial modifier; as, The ship sailed *over the sea*. *Over the sea* is an adverbial phrase modifying *sailed*.

Exercise 79

Divide a sheet of paper into two columns. Point out the phrases and tell what each modifies, copying the phrases in the second column and the words modified in the first:

1. A host of Indian warriors rushed across the plain.

2. The melodious notes of the organ were heard through the aisles of the cathedral.

3. The love of money is the root of all evil.

4. The deep cave on the hillside was long the secret home of a family of foxes.

5. We gazed with inexpressible pleasure on those happy islands.

6. The man with the black coat fell from the top of the wall.

7. He is an honest man.

8. The laws of nature are the thoughts of God.

9. The flowers in the garden are fragrant.

10. The beautiful prospects of nature always excite the warmest admiration of mankind.

11. Both men are worthy of the position.

12. Wild flowers of many different kinds grow in abundance in the woods.

13. We moved along silently and with caution.

14. A single grateful thought toward heaven is the most complete prayer.

15. The widest excursions of the mind are made by short flights.

16. He is the best speller in the class.

17. The actions of men are the best interpreters of their thoughts.

18. The doorstep to the temple of wisdom is the knowledge of our own ignorance.

19. The winter palace of the czar of Russia is lighted by twelve thousand electric lamps.

20. The march of the human mind is slow.

21. Eloquence is a painting of the thoughts.

Exercise 80

AMBIGUITY

Owing to a careless arrangement of words, sentences are often made ambiguous or obscure in their meaning.

Phrases or clauses should be placed as near as possible to the words which they limit or modify.

Rearrange the following sentences so as to make their meaning clear. In the first five, the phrases to be transposed, as well as the words next to which they are to be placed, are printed in italic type:

1. *Mr. Washington* will address the students *in addition to several other speakers*.

2. There *is* an interesting account of the finding of Moses *in the Bible*.

3. For sale: A *piano* by a gentleman *with mahogany legs*.

4. Lost: A *cow* by an old woman *with brass knobs on her horns*.

5. Last week a little *girl* was run over by a wagon *with a yellow dress on*.

6. We saw a man cleaning the street with red whiskers.

7. Look at the man digging a hole with a big nose.

8. The store will be conducted by the son of Mr. Simpson who died last winter on a new and improved plan.

9. A young woman was arrested yesterday while I was preaching in a state of beastly intoxication.

10. Wanted: A young man to take care of horses of a religious disposition.

11. How strange it is that men often fail to appreciate the spiritual natures of women through their perverted notions of right and wrong.

12. I love to sit and meditate on the great problems

of existence by the side of a great mountain torrent or within the sound of the sad sea waves.

13. Furnished apartment suitable for gentlemen with folding doors.

14. Wanted: A boy to open oysters with a reference.

15. The man was stabbed and it was expected that he would die for some time.

16. He went to see his friends on horseback.

17. We heard a lecture on teaching geography at ten o'clock.

18. These verses were written by a young man who has long since lain in his grave for amusement.

CHOICE OF PREPOSITION

These little words are the source of many errors in speech because of the difficulty of knowing in each case just which preposition to use after a given word.

A list of words followed by their appropriate prepositions might easily be compiled and the student required to learn them; but the better way is to form the habit of looking in the dictionary when in doubt about any particular case and then to fix that use in mind.

There are, however, a few prepositions so commonly misused that attention should be especially called to them.

Exercise 81

In and into

After a verb indicating the *motion* of a person or thing from one place to another, the preposition *into* should be used; after a verb expressing the idea of rest, or in some

cases, movement *within* a certain place, the preposition *in* is employed.

Write the following sentences, omitting the improper italicized word:

1. James has just gone out *in—into* the hall.
2. The boy was swimming *in—into* the river.
3. He dropped his knife *in—into* the lake.
4. The lady was walking about very excitedly *in—into* her room.
5. Longfellow said: "*In—into* each life some rain must fall."
6. Put some coal *in—into* the scuttle, and take it *in—into* the house.
7. He moves *in—into* the best society.
8. At last he came *in—into* possession of his property.
9. The baby was sleeping peacefully *in—into* its cradle.
10. The balloon ascended high up *in—into* the clouds.
11. All Gaul is divided *in—into* three parts.
12. She threw the letter *in—into* the fire.
13. I found myself *in—into* a large, finely furnished house *in—into* which the family had recently moved.
14. Mr. Spaulding resides *in—into* the suburbs.
15. The bird flew up *in—into* the tree before I had time to load my gun.
16. There is some good to be found *in—into* everybody.
17. The ball came down *in—into* the pond which was *in—into* the middle of the field.
18. She was surprised, on looking *in—into* the room, to find no one there.
19. Every week he put some money *in—into* the bank.
20. There are nearly fifty states *in—into* the Union.
21. James took great interest *in—into* his studies.
22. Said the drummerboy, "I can beat a charge that will make the dead fall *in—into* line."

23. I am about to go *in—into* a new country where I shall be a stranger *in—into* a strange land.
24. Charles dropped his dollar *in—into* the creek.

Exercise 82

Between and among

Between signifies by *twain*, and should be used only in reference to two objects; *among* is used when three or more objects are considered. Do not say *between each* or *every*; say *after each*, *before each*, or *beside each*, etc.

Write the following sentences, omitting the improper italicized words:

1. The old gentleman's property was divided *among—between* his five sons.
2. In writing your sentences leave a blank line *after—between—among* each.
3. There was always more or less ill-feeling *between—among* the two girls.
4. The three countries of Gaul differed *among—between* themselves in language, customs, and laws.
5. The farmer planted pumpkins *after—beside—between—among* each row of corn.
6. It is desirable to have a system of international arbitration *among—between* all countries.
7. The teacher divided all the oranges *among—between* the members of the class.
8. The jury disagreed *between—among* themselves.
9. The children divided the apples *between—among* themselves.
10. The property was divided *among—between* the two boys.

11. The several firms divided the profits *between—among* themselves.

12. He divided his estate *between—among* his son, daughter, and nephew.

Exercise 83

1. I shall see you *during—sometime within* the week.
2. I do not *approve of—approve* his conduct.
3. Are you *angry at—with* me?
4. He fell *from off—from* the bridge *in—into* the water.
5. He entered the room accompanied *with—by* his father.

6. The banquet was followed *with—by* a dance.
7. I shall be glad to *accept of—accept* your hospitality.
8. He boasted *about—of* his great learning.
9. I have been *to—at—in* New York.
10. I differ *from—with* you in opinion.
11. The sultry evening was followed *with—by* a rain.
12. He died *with—of* a fever.
13. He went out *on—of* a fine morning.
14. The water ran *all over—over all* the street.
15. He cut the stick *into—in two*.
16. Get *on to—on* the train.
17. We shall call *upon—on* you in the near future.
18. We shall depend *upon—on* you to do the work.
19. He put his hat *upon—on* his head.
20. He died *with—of* the smallpox.
21. Divide the money *between—among* the three boys.

Insertion and omission

Do not use prepositions that are not needed ; as, Where are you going *to*? Where are you *at*? I can not help *from* admiring him.

As a general rule, we should avoid closing a sentence with a preposition.

Do not omit prepositions required by the sense.

Exercise 84

Strike out the redundant prepositions and supply omitted prepositions :

1. He met a girl of about ten years of age.
2. Napoleon stood pondering upon what he should do.
3. They went on to the train.
4. Look out of the door.
5. A workman fell off of the roof.
6. We must examine into this statement more carefully.
7. That child copies after her teacher.
8. Where is she at?
9. Where are you going to?
10. He is a young man of from twenty to twenty-six years of age.
11. Here, John, smell of this rose.
12. Did you taste of the food?
13. What use is it to me?
14. Ignorance is the mother of fear as well as admiration.
15. I admit of what you say.
16. She could not refrain shedding tears.

Exercise 85

REVIEW TEST

Classify the italicized words in the following sentences, arranging the nouns in the first column, adjectives in the second, verbs in the third, adverbs in the fourth, prepositions in the fifth :

1. Sleep not *when others speak*, *sit* not when others *stand*, speak not when you should hold your *peace*, walk not when others stop.

2. Read no *letters*, books, or papers *in company*; but when there is a necessity for doing it, you must ask leave. Come not *near the books or writings of* anyone so as to read *them*, unless desired, nor give your *opinion* of them unasked; also, *look* not nigh when another is *writing* a letter.

3. Let your *discourse with* men of business be *short* and *comprehensive*.

4. Undertake not to teach your equal in the art *he himself* professes: it savors of *arrogancy*.

5. Play not the peacock, looking *everywhere about* you to see if you be *well* decked, if your shoes *fit* well, if your stockings fit neatly, and clothes handsomely.

6. Go not *thither* where you know not whether you shall be *welcome* or not. Give not *advice* without being asked, and when desired, do it *briefly*.

7. Think before you speak; *pronounce* not *imperfectly*, nor bring out your words *too hastily*, but orderly and distinctly.

8. Undertake not what you can not *perform*, but be *careful to keep* your promise.

9. When you speak of *God* or his attributes, let it be *seriously*, in *reverence*. *Honor* and *obey* your *natural* parents, although they *be poor*.

CONJUNCTIONS

A **conjunction** is a word used to connect words, phrases, or clauses.

EXAMPLES

Connecting words :

Mercy and *truth* have met together.

Time and *tide* wait for no man.

Silver and *gold* are precious metals.

The children will *laugh* and *play*.

Connecting phrases :

They passed *through the door* and *across the room*.

We walked *through the park* and *across the bridge*.

Dispatches were received *from Chicago* and *from New York*.

There they dwelt in the love *of God* and *of man*.

These are the laws *of nature* and *of nature's God*.

Connecting clauses :

You must return the book or *I shall lose the lesson*.

Courage is admirable, but *patience is powerful*.

I shall go unless *you object*.

Flowers bloom when *spring comes*.

I would tell who did it if *I knew*.

The following are the principal coordinate conjunctions :

And, both, but, either—or, neither, also, likewise, as well as, not only—but, partly, first, secondly, moreover, now, well, else, otherwise, still, yet, further, notwithstanding, however, therefore, wherefore, hence, whence, consequently,

nor, accordingly, thus, so, so that, so then, nevertheless, either, neither—nor, or, whether—or, besides, both—and.

The following are the principal subordinate conjunctions :

Notwithstanding, albeit, in order that, lest, in case that, on condition that, ere, till, while, whether—or, until, as soon as, supposing, otherwise, since, though, that, than, unless, whether, so that, before, after, whereas, as, although, because, except, for, if, inasmuch as, provided.

CONJUNCTION AND PREPOSITION

The difference between a conjunction and a preposition should be studied carefully.

A conjunction merely *connects* words, phrases, or clauses, while a preposition connects a noun or pronoun to some other word and *shows the relation between them*.

Compare the following examples :

Conjunctions

Carthage *and* Rome were rival powers.

He is studying history *and* music.

The commissioner will inspect the street *and* alley.

The child tries to do things *as* his father does them.

One can not expect to learn grammar *unless* one studies it diligently.

Prepositions

He will spend the winter *in* Rome.

I am very fond *of* music.

The man walked *in* the street.

The child looks very much *like* his father.

John is fond of all his studies *except* grammar.

PHRASES AND CLAUSES

A phrase is a group of closely connected words *that does not contain a subject and predicate*. Phrases are introduced by *prepositions* (also participles and infinitives).

A clause is a part of a sentence which *does contain a subject and a predicate*. Clauses are connected by *conjunctions*.

A clause contains a verb; a phrase does not.

A clause (independent) makes sense in itself; a phrase asserts nothing:

Clauses

The walls are high, and the shores are deep.

Every day is a little life and our whole life is but a day repeated.

The ravine was full of snow, but it had once been full of water.

The harvest truly is plentiful, but the laborers are few.

I shall not remain here longer, for the climate is injurious to my health.

Phrases

He stood *on the bridge*.

'Twas the night *before Christmas*.

The tree was struck *by lightning*.

He died *for his country*.

The eyes *of the sleepers* waxed deadly and chill.

Exercise 86

Point out prepositions and conjunctions. Name the objects and antecedents of prepositions. Tell what the conjunctions connect:

1. She gave me of the tree and I did eat.
2. Put it on the table or into your pocket.

3. They stayed until night under shelter.
4. They listened, but they could not hear.
5. Men may live fools, but fools they can not die.
6. The bird could not fly, because someone had wounded it with a stone.
7. Idleness and ignorance are the parents of vice and misery.
8. They live in the city, but they work in the country.
9. The kangaroo and the black swan are found in Australia.
10. They always thought that Brutus was an honorable man.
11. I went before the company. He died before I was born.
12. He works for me. Be kind to him, for he is good.
13. Up the mountain and through the glen, he takes his silent way.
14. Johnson went to Congress, while his children^{up} went to the penitentiary and the prison.
15. Out of the yard and up the street he rushed.
16. I shall go if he invites me and they come after me.
17. If a man empties his purse into his head, no one can take it away from him.
18. When a man has not a good reason for doing a thing, he has one good reason for letting it alone.

Exercise 87

Like and *as*

Like, with *to* understood, is equivalent to a preposition, and introduces a phrase; *as* is a conjunction and joins clauses.

Write the following sentences, omitting the improper italicized words:

1. I don't seem to be able to write *like—as* my sister can.
2. The lad certainly looks very much *like—as* his father.
3. I wish I could add a column of figures *like—as* the teacher does.
4. How much the photograph looks *like—as* the original.
5. No one will miss the old home *like—as* I shall.
6. Each of the twins acts precisely *like—as* the other.
7. It looks *like it was—as if it were* fifty miles away.
8. All these things seem just *like—as* old times.
9. They don't study spelling these days *like—as* they used to.
10. No singer of the present day has a voice *like—as* Patti's.
11. In some respects, Stevenson writes *like—as* Kipling does.
12. To read Hawthorne's *Marble Faun* is *like—as* walking through the streets of Rome.
13. The man looks *like he was—as if he were* an actor.

Exercise 88

Except, without, unless

Except and *without* are prepositions and introduce phrases ; *unless* is a conjunction and joins clauses.

Write the following sentences, omitting the improper italicized words :

1. *Except—without—unless* you practice diligently, you 'can not become a good penman.
2. Father would not go to church *without—except—unless* mother went too.

3. No one in the whole class had his lesson *except—unless—without* Harry Mills.
4. I do not like to read anything *without—except—unless* it is a detective story.
5. Charlie could never understand the examples *except—without—unless* someone explained them.
6. He did not like any out-door games *except—unless—without* football.
7. One can't understand English fully *except—unless—without* a knowledge of the classics.
8. One will soon get behind the times *without—except—unless* he reads a great deal.
9. It is impossible to secure good results in photography *except—without—unless* you follow directions closely.
10. Many studies have little practical value *except—unless—without* the mental training which they afford.
11. Nothing of importance can be accomplished in this world *except—without—unless* labor and toil.
12. Shakespeare could never have written his great plays *except—without—unless* he had understood human nature thoroughly.
13. The old man had nothing left to comfort him *without—except—unless* his faith in God.
14. He was a stranger in a strange land—*except—without—unless* home or friends.
15. One can never succeed in his undertaking *without—unless—except* he persevere to the end.

CORRELATIVES

Correlative conjunctions are conjunctions used in pairs, the first introducing and the second connecting the elements.

The principal correlatives are :

Both.....and :	He is <i>both</i> wise <i>and</i> good.
Neither.....nor :	<i>Neither</i> time <i>nor</i> money was spared.
Though.....yet :	<i>Though</i> he slay me <i>yet</i> will I trust him.
Either.....or :	He is <i>either</i> a knave <i>or</i> a fool.
Whether.....or :	It matters not <i>whether</i> he goes <i>or</i> stays.

PLACING CORRELATIVES

Care should be exercised in placing correlatives. They should be placed just before the words or phrases connected. Study the following examples :

Incorrect

He gave me *not only* the grammar, *but also* lent me a dictionary.

You may *either* paint a picture that represents a scene, *or* your street door to keep it from rotting.

It was finally decided to hold the meeting *either* in Cleveland *or* Cincinnati.

You can *neither* count for success in this course *nor* in the other.

I *either* misunderstood you *or* you are mistaken.

Correct

He *not only* gave me the grammar, *but also* lent me a dictionary.

You may paint *either* a picture that represents a scene, *or* your street door to keep it from rotting.

It was finally decided to hold the meeting in *either* Cleveland *or* Cincinnati.

You can count for success *neither* in this course *nor* in the other.

Either I misunderstood you *or* you are mistaken.

Exercise 89

Either—or, neither—nor

These conjunctions are always properly used with reference to *two* things only. *Or* should be used correlatively with *either*, and *nor* with *neither*. They should always be placed one immediately before each of the two expressions which are contrasted.

Write the following sentences, omitting the improper italicized words:

1. We do not *either* believe in *either* mesmerism *nor—or* hypnotism.

2. Edwin Booth was an actor who was *either* at ease *either* in comedy or in tragedy.

3. Neither he *nor—or* his sister had much to say.

4. *Either* I am *either* much misinformed, or he is greatly mistaken.

5. These three roads all lead to the house you seek; take *either—any* one of them.

6. We had *neither—no* clothes, food, *or—nor* shelter.

7. He was *neither* familiar with *neither* the customs *or—nor* the language of the people.

8. The lady was *neither* adapted by *neither* training nor experience to that kind of work.

9. There were five vacant houses in the block, and the landlord said we might have *either—any* one of them.

10. It was a terrible fire; and *neither—not any of* the people, the furniture, nor the houses were saved.

11. I can *either* come on *either* Wednesday or Thursday evening.

12. I didn't *either* like *either* the play or the actors.

13. *Either* one must *either* obey the laws, or take the consequences.

14. I visited London, Paris, and Vienna ; but I did not like *either city—any one of the cities*.

15. We are *neither* acquainted with *neither* the minister *nor—or* his family.

16. He was *neither* fitted by *neither* ability nor disposition to carry out the wishes of his father.

Exercise 90

As—as, so—as

Where *equality* is stated, use *as—as* ; in *negative* comparisons, use *so—as* :

1. A miss is *as—so* good as a mile.
2. Paris is not *as—so* large as London.
3. Write *as—so* many sentences as you can.
4. He does not like poetry *as—so* well as he does prose.
5. There was a long row of trees extending *as—so* far as you could see.
6. Typewriting is not *as—so* difficult as shorthand.
7. He was *as—so* true as steel.
8. Harry could not write *as—so* well as James.
9. Do you find geometry *as—so* interesting as algebra ?
10. I do not like Browning *as—so* well as Shakespeare.
11. The Bunker Hill Monument is not *as—so* high as the one at Washington.

Exercise 91

REVIEW QUESTIONS

1. What is a noun ?
2. Give an example of each kind of noun.
3. Give two rules for forming possessive.

4. Give two rules for forming the feminine.
5. What is an adjective?
6. By what part of speech may an adjective be modified?
7. What is an adverb?
8. By what part of speech may an adverb be modified?
9. Explain how to distinguish between an adjective and an adverb of manner; as, sweet and sweetly, safe and safely, etc.
10. Give rule for placing an adverb.
11. Illustrate transitive and intransitive verbs.
12. By what may a verb be modified?
13. What governs the number form of the verb? Illustrate.
14. Give the principal parts of: wring, go, swim, drink, rise.
15. Show by illustration the difference between a phrase and a clause.
16. What is a correlative?
17. Give rule for placing correlatives. Illustrate.

Exercise 92

Sentences to be corrected:

1. A placid river winds between the old and new plantation.
2. Many a farewell tear were shed.
3. The sum of these angles are 180 degrees.
4. This sentence sounds rather queerly, don't it?
5. They look something alike, to.
6. Take the three first examples.
8. Teacher, can I please speak to Mary?
8. Whom did the youngest of your two cousins marry?

9. Of these four captains, neither showed any fitness for the place.
10. He thinks he knows more than anybody.
11. She watches me like a cat watches a mouse.
12. You are advised to thoroughly review all your work on this course.
13. You eat it with a spoon like you would a custard.
14. I only recite once a day.
15. I will neither give you money nor favors.
16. It will not merely interest children, but grown-up people too.
17. In one evening I counted a large number of meteors sitting on my piazza.

PRONOUNS

A **pronoun** is a word that is used instead of a noun.

Pronouns are used to avoid the monotonous repetition of nouns. The sentence, John put *John's* book into *John's* desk, is grammatically correct, but it is much more pleasing to the ear to say, John put *his* books into *his* desk.

Pronouns are divided into four classes: **personal**, **relative**, **interrogative**, and **indefinite** or **adjective**.

PERSONAL PRONOUNS

A **personal pronoun** is a pronoun that shows by its form whether it represents the speaker, the person spoken to, or the person spoken of.

Example: I saw *you* and *her*. Here *I* is used to represent the speaker; *you*, instead of the name of the person spoken to; and *her*, instead of the name of the person spoken of.

The *first person* denotes the speaker: *I*, *me*, *my*, *mine*, *we*, *our*, *us*.

The *second person* denotes the person spoken to: *you*, *your*, *yours*.

The *third person* denotes the person spoken of: *he*, *she*, *it*, *his*, *her*, *hers*, *its*, *him*, *they*, *them*.

The other properties of personal pronouns are *gender*, *number*, and *case*. These terms have been defined in the lesson on nouns,

AGREEMENT WITH ANTECEDENT

The form of a personal pronoun as to person, number, and gender, is governed by its antecedent.

The **antecedent** is the word for which the pronoun stands. It may be expressed or understood.

Example: John said that *he* would come to see *me* as soon as *he* found *his* books.

The antecedent of *he* and *his* is John. John is the word that would have to be repeated if we had no pronouns. *He* and *his* are third person, singular number, masculine gender, agreeing with John. The antecedent of *me* is the name of the speaker understood.

Following is the **declension** of the personal pronouns; i. e., a table showing the changes that they undergo to express their relations of person, number, gender, and case.

FIRST PERSON

<i>Singular</i>	<i>Plural</i>
Nominative.....I	we
Possessive.....my, mine	our, ours
Objective.....me	us

SECOND PERSON

<i>Singular</i>	<i>Plural</i>
Nominative.....you	you
Possessive.....your, yours	your, yours
Objective.....you	you

THIRD PERSON

	<i>Singular</i>		<i>Plural</i>
	<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>
Nominative	he	she	it
Possessive	his	her, hers	its
Objective	him	her	it
			they their, theirs them

Exercise 93

Draw a line connecting each pronoun with its antecedent :

1. John has recited his lesson.
2. The eagle soars above his nest.
3. The jury was a long time in reaching its decision.
4. As the ground was before, thus let it be.
5. Let every pupil use his own book.
6. The poor widow lost her only son.
7. The village master taught his little school.
8. Keep thy tongue from evil.
9. The boys said they did not wish to go.

Exercise 94**SPECIAL RULES**

Antecedents connected by *and*

1. When a pronoun represents two or more antecedents in the singular connected by *and*, it must be plural.

Example: The secretary and the treasurer have made *their* reports.

2. When, however, the antecedents are but different names for the same person or thing, the pronoun must be singular.

Example: The eminent lawyer and statesman has resigned *his* office.

3. When two or more antecedents connected by *and*, are preceded by *each*, *every*, or *no*, the pronoun must be singular.

Example: There is no day and no hour without *its* cares.

4. When the antecedents taken together are regarded as a single thing, the pronoun must be singular.

Example: The horse and wagon is in *its* place.

Tell which of the italicized words is correct, and why:

1. Each man and each boy did *his—their* duty.
2. Every hill and every mountain has *its—their* reports.
3. The secretary and treasurer has made *his—their* reports.
4. The secretary and the treasurer have made *his—their* reports.
5. Bread and butter *have—has its—their* place on nearly everyone's table.
6. Your coat and hat *is—are* in *its—their* place.
7. The child wants some bread and milk. Will you get *it—them*?
8. Every citizen and soldier must be ready to guard *his—their* country's honor.
9. Every house and lot *has—have its—their* price set opposite *its—their* number.
10. Every street and alley was filled to *its—their* capacity.

Exercise 95

Antecedents connected by *or* or *nor*

1. A pronoun with two or more antecedents in the singular, connected by *or* or *nor*, must be singular.

Example: Neither James nor John recited *his* lesson.

2. When one of the antecedents is plural, it should be placed last, and the pronoun should be plural:

Example: Neither the general nor his soldiers realized *their* danger.

1. Either Mary or Ellen will lend you *her—their* pencil.
2. If you see him or his friends, tell *him—them* I am waiting.

3. Poverty or wealth *have their—has its* own temptations.
4. If thy hand or thy foot offend thee, cut *it—them* off.
5. Either George or his brothers will lend you *their—his* help.

Exercise 96

COLLECTIVE NOUNS AS ANTECEDENTS

1. A pronoun whose antecedent is a collective noun conveying the idea of *unity*, should be in the neuter singular.

Example: The *firm* is nearly ready to move into *its* new building.

2. If the antecedent be a collective noun conveying the idea of *plurality*, the pronoun should be plural.

Example: Mr. Jones's *family* are in Washington and Baltimore.

1. The jury could not agree in *its—their* verdict.
2. The jury was a long time in reaching *its—their* decision.
3. The committee finally made *its—their* report.
4. In America, the people *make their—makes its* laws.
5. The society will hold *its—their* meeting tonight.

Exercise 97

ANTECEDENTS DISTINGUISHED

When the antecedents are emphatically distinguished by such connectives as *as well as*, *and not*, *in addition to*, etc., the pronoun should agree in number with the first.

Example: The father, as well as the sons, did *his* duty.

1. Capital, and labor also, must have *its—their* rights.

2. The letter, as well as the packages, found *its—their* way to the dead letter office.
3. The country, and not the government, *has its—have their* admirers.
4. Correspondence, in addition to grammar, should have *its—their* place in every curriculum.

Exercise 98

COMMON-GENDER ANTECEDENTS

1. There is no third-person singular-number common-gender pronoun in English. When the antecedent requires such a pronoun, the masculine *he, his, him* is used.

Example: Each *pupil* should prepare *his* own lesson.

2. When special accuracy is desired, a pronoun of the masculine and one of the feminine gender may be used.

Example: Each *pupil* should prepare *his* or *her* own lesson.

3. When two or more antecedents are of different genders, each antecedent must be represented by a pronoun of its own gender.

Example: Each *boy* or *girl* should prepare *his* or *her* own lessons.

Grammarians tell us that it is also correct to use a plural pronoun that may represent both genders and say: Each *boy* or *girl* should prepare *their* own lessons.

It is better, however, to avoid these repetitions by using a common-gender antecedent.

Correct or improve the following sentences:

1. Not one of them saw *their* mistake.
2. Everybody should be *his—their* own most severe critic.

3. Anyone can do this if they try.
4. No father or mother lives that does not love his or her children.
5. Any one of their methods is good enough in their way.
6. Any person violating this rule does so at their own risk.
7. Every member is expected to do his or her duty.
8. Everybody should work for their own success.
9. An applicant shows by *his—their* application whether *he—they has—have* a good education.
10. No man or woman is allowed to leave his or her wraps in the office.

Exercise 99

Write the following sentences, omitting the improper italicized words:

1. Everybody in the world *have their—has his* faults.
2. I want each pupil to do *their—his* own work.
3. If anyone is ambitious, it behooves *him—them* to attend.
4. Everybody present had *their hats—his hat* on.
5. Has everybody written *his—their* exercises?
6. I should like each one, as soon as *they finish—he finishes*, to raise *their—his* hand.
7. Any student who works faithfully will receive *his—their* reward.
8. Every one of the men had *their—his* own idea on the subject.
9. The ship was saved only by the efforts of *her—its* crew.
10. Each of the witnesses told *his—their* story.

11. Everybody feels that *he has—they have* certain inalienable rights.

12. After a long time, the jury brought in *their—its* verdict.

13. We waited for the committee to make *their—its* report.

14. Neither one of the boys wrote *their—his* sentences correctly.

15. Either of these methods *is—are* good enough in *their—its* way.

16. Not one of these inkwells *have their covers—has its cover*.

17. The army made *its—their* march through snow and ice.

18. The whole class recited *its—their* lesson together.

19. A camel's gait is a peculiar one; *they go—it goes* somewhat like a pig with the fore legs, and like a cow with the hind legs.

20. If anyone does not know what to do, *he—they* should ask.

21. When a person is embarrassed, *he—they* often blush—blushes.

22. Every teacher should carefully plan *his—their* work.

23. Every book and every paper *was—were* found in *its—their* place.

24. The lowest mechanic, as well as the richest citizen, *is—are* here protected in *his—their* rights.

25. Now, boys, I want every one of you to decide for *yourself—themselves—himself*.

26. If you blame either the master or the servants, *he—they* will make excuses.

27. Neither of them recited *his—their* lesson.

RELATIVE PRONOUNS

Relative pronouns are those that connect subordinate sentences to their antecedents. The relative pronouns are *who*, *which*, *what*, and *that*, with their declined forms :

I saw John Smith, *who* was hurt.

I saw the man *that* was hurt.

The man *who* was killed was an Italian.

He jests at scars *that* never felt a wound.

DECLENSION

Nominative

who

Possessive

whose

Objective

whom

Which and *that* are nominative and objective. They have no possessive forms, though we sometimes find *whose* used as the possessive of *which* in referring to things, in expressions like : A city *whose* streets are lined with gold. It is generally considered better usage, however, in such expressions to use *which* with the preposition of ; as, A city, the streets of *which* are lined with gold.

Who refers to persons, and sometimes to animals of extraordinary intelligence.

Which refers to things.

That refers to either persons or things.

CASE FORMS

Be careful to use the correct case form of *who*.

A statement containing *who* or *whom* is made up of two complete clauses, in one of which (the subordinate) the relative serves as the subject or object of the verb. The correct form of the pronoun is determined by isolating the relative clause and noting the use of pronouns :

He is a man *who—whom* I believe can be trusted. (Relative clause: *who—whom* can be trusted.) *Who* is correct, because it is the subject of *can be trusted*.

He is the man *who—whom* I believe we can trust. (Relative clause: *who—whom* we can trust.) The natural order would be: We can trust *who—whom*. *Whom* is correct, because it is the object of *can trust*.

The correct form of *who* in a question may be determined by changing the sentence to the form of a statement.

Question: *Who—whom* did you send for?

Statement: You did send for *whom*.

The preposition requires the objective.

Question: *Who—whom* did you see at the play?

Statement: You did see *whom* at the play.

The verb *did see* requires the objective.

Exercise 100

Write the following sentences, omitting the improper italicized words:

1. I relied upon the poor horse *which—who* knew the road better than I.
2. The man *who—whom* I expected to find is not here.
3. This is a firm *which—who* does a very extensive business.
4. Shakespeare is an author *which—who—whom* I enjoy exceedingly.
5. I gave the letter to the boy *who—what* brings the mail.
6. I spoke to the man *who—whom*, I thought, was the principal.
7. He left his money to those *whom—who*, he thought, had the greatest need.

8. Was it you or the wind *which—who* closed the door?
9. It was the largest audience *which—who—that* I have ever seen.
10. The young man married a lady *who—whom*, they say, is the daughter of an Italian.
11. President McKinley, *who—whom* the people loved greatly, was assassinated.
12. He did not include among his friends *whomsoever—whosoever* he met.
13. The three statesmen *who—whom—which—that* he mentioned were famous Americans.
14. We were introduced to Mr. and Mrs. Kendrick, *whom—who* we thought to be very interesting people.
15. There are many people in the world *which—who* never seem to be satisfied with anything.
16. Mordecai was the man *whom—who* the king delighted to honor.
17. Saul was the man *who—whom* the Israelities proclaimed king.
18. The infuriated man exclaimed, "I will kill *whomsoever—whosoever* approaches me."
19. Let him be *whom—who* he may, I will proceed to carry out my plan.
20. I who *are—am—is* your friend will help you.
21. It is for you who *was—were* his teacher.
22. *Whosoever—whomsoever* the court favors is safe.
23. *Who—whom* should I meet the other day but my old friend.
24. *Who—whom* did he refer to, *he—him* or *I—me*?
25. He *which—who* is idle and mischievous reprove.
26. It was Joseph, *he—him—who—whom* Pharaoh promoted.
27. I referred to my old friend, *he—him* of *who—whom* I often speak.

INTERROGATIVE PRONOUNS

Interrogative pronouns are those used in asking questions :

Who art thou?

Which do you want?

What do you mean?

ADJECTIVE PRONOUNS

Adjective pronouns are those that are usually used as adjectives :

You may have *this* and I will take *that*.

All must pay the price.

From a comparison of the following examples, it will be seen that an adjective becomes a pronoun when the noun is omitted, and the adjective stands in its stead. The distinction is not important from a practical viewpoint :

Adjectives

Many tickets were sold.

This clock is sold.

It is *one* thing to be well-informed ;

Adjective Pronouns

Many were unable to secure seats.

This is sold.

it is *another* to be wise.

CASE FORMS

Following are the personal pronouns classified as to case forms. It is very important that these be memorized :

<i>Nominative Forms</i>	<i>Objective Forms</i>	<i>Possessive Forms</i>
I	me	my, mine
we	us	our, ours
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its
they	them	their, theirs

Since pronouns have distinct forms for the nominative, objective, and possessive cases, care must be exercised to use the correct form.

Use the nominative as the subject of a finite verb.

This instruction may seem too simple to justify setting down here. True, no one would ever say, *Him* went to town, or, *Her* is a bright girl, but when two or more pronouns are used as a subject, we frequently hear, John and him went to town, or, Jennie and her are both bright girls.

Every pronoun used as the subject must be nominative.

Exercise 101

1. Her sister and *she—her* are in the same class.
2. You, Lucy, and *me—I* are to occupy the same carriage.
3. Both *they—them* and *we—us* are to blame.
4. *Him—he* and *I—me* are about the same age.
5. Their employers, the general public, and *them—they* would be benefited if the strike were ended.

Exercise 102

Case after the verb *to be*

The same case follows the verb *to be* as that which precedes it; this is usually the nominative case. But when the object of a transitive verb precedes an infinitive of the verb *to be*, the objective case then follows the infinitive.

Write the following sentences, omitting the improper italicized words:

1. If I were *him—he*, I'd be ashamed to look them in the face.
2. It wasn't *him—he* who sent the book to me.
3. It must have been *him—he* instead of Charlie.
4. I am sure those people could not have been *them—they* who called to us.
5. Perhaps *they were—it was us—we* whom you saw.
6. I should never have expected those persons to be *they—they*.
7. *Whom—who* does the detective think it could have been?
8. *Who—whom* do you take me to be?
9. Do you suppose it was *her—she*?
10. Is it *me—I* to whom you wish to speak?
11. If anyone is to make the sacrifice, it will be *me—I*.
12. I don't see how they could have been *us—we* whom he referred to.
13. I suppose those men were *them—they* who called this afternoon.
14. If you were *he—him*, would you do as he does?
15. I thought it to be *she—her*, but I was not sure.
16. Is that you, Frank? Yes, it is *me—I*.
17. Those women are *they—they* who were guilty.
18. The evidence proved it to be *they—they* who were guilty.

19. *Who—whom* do men say that I am?
20. I have full information as to *who—whom* he is.
21. I knew the man to be *he—him*, the one I saw yesterday.
22. If I *was her—were she*, I should learn to be a stenographer.
23. Do you think the guilty person to be *me—I*?
24. They suppose the culprits to have been *we—us*.
25. Does the teacher think it to have been *me—I*?
26. I took that tall man to be *he—him*.
27. I knew that it was *him—he*.
28. I knew it to be *he—him*.
29. *Who—whom* do you suppose it was?
30. I thought that tall man was *he—him*.
31. It is not *I—me who—whom* you wish to see.

Exercise 103

OBJECTIVE CASE AFTER TRANSITIVE VERBS

Every pronoun which serves as the object of a transitive verb should be in the **objective case**.

Be careful to use the correct form of the pronoun when it is a member of a compound element:

He saw John and me. (Not John and I.)

In such constructions, the correct form is at once seen when one member of the compound element is dropped. Thus, one might say (incorrectly), He saw John and I, but no one would say, He saw I.

Write the following sentences, omitting the improper italicized words:

1. Let *we—us* boys organize a baseball nine.

2. I mean Samuel Johnson, *him—he* that wrote the dictionary.

3. *Who—whom* can I believe if not *she—her*?

4. Booth assassinated Lincoln, *him—he* whom the people loved.

5. They invited Fanny and *I—me* to come to the wedding.

6. Children should love their parents, *them—they* who do so much for them.

7. At last we saw the Filipinos, *them—they* who cost us so much.

8. *Who—whom* do you think that picture resembles?

9. Will you permit us, Charlie and *me—I*, to go to the game today?

10. Let's you and *I—me* get our lesson together.

11. They accused us of the crime, *us—we* who knew ourselves so innocent.

12. The teacher will not allow you and *I—me* to study together.

13. Our friends congratulated us both, *I—me* especially.

14. They expect all, *we—us* and *they—they*, to participate.

15. I blame both you and *she—her* for this negligence.

16. Mrs. Smith invited *us—we* girls to come over to dinner.

17. My desire is to keep *thou—thee* from such misfortune.

18. We supposed *she—her* to be the lady principal.

19. Will you let Fred and *me—I* have a holiday tomorrow?

20. *Who—whom* did you hear at the opera last night?

21. *Whosoever—whomsoever* did you expect to see, pray tell?

22. *Whosoever—whomsoever* will, may come.

23. I volunteered to let Clara and *her—she* go together.

24. *They—them* who are guilty, he will blame.
25. *Him—he* who invented the telegraph, I read about in the encyclopedia.
26. "Lay on, Macduff; and damned be *he—him* that first cries, 'Hold, enough!'"
27. You have seen Cassie and *she—her* together.
28. A lady entered, *who—whom* I afterward found was Miss B.
29. A lady entered, *who—whom* I afterward found to be Miss B.
30. He asked help of men *who—whom* he knew could not help him.
31. I am supposed to be *him—he—who—whom* you seek.

Exercise 104

OBJECTIVE CASE AFTER PREPOSITIONS

A pronoun introduced by a **preposition** should always be in the **objective case**.

Be careful to use correct form when the pronoun is a member of a compound element:

This is for Harry and *her*. (Not, Harry and *she*.)

Both these words are used as the object of *for*.

Write the following sentences, omitting the improper italicized words:

1. Between you and *I—me*, that work was done well enough for anybody.
2. The Savior gave his life for you and *I—me*.
3. Won't you give some of your candy to brother and *I—me*.
4. *Who—whom* were you speaking to when I called?
5. Clarence went to the opera with mother and *I—me*.

6. *Who—whom* does the child look like if not his father?
7. I wish you would tell me *who—whom* that letter came from.
8. I can not give any more permissions to you and *he—him*.
9. The president will grant the appointment to *whoever—whomever* he likes.
10. Don't you remember *who—whom* you sent the package to?
11. He left an invitation for Jack and *I—me* to visit him next Christmas.
12. Students like you and *she—her* ought to advance rapidly.
13. I told it to all whom I saw, and *he—him* in particular.
14. There are none of us left now but you and *I—me*.
15. Do you remember that handsome woman who stood near *he—him* and George?
16. Everybody has gone except *she—her* and *I—me*.
17. I was surprised to find them both sitting next to father and *I—me*.
18. There was very little accomplished until you and *I—me* began the work.
19. There is very little in common between us and *they—them*.
20. Mother made many sacrifices for sister and *I—me*.
21. He said that you and *I—me* might stay as long as we chose.
22. There should be no distrust between a wife and *he—him* whom she takes for her husband.
23. *Who—whom* were you talking with when I saw you yesterday?
24. The presents are from *us—we* and *they—them*.
25. All but *he—him* had fled.

26. *Those—them* that study grammar talk no better than *I—me*.
27. We will refer it to *whoever—whomever* you may choose.
28. It remains for *us—we* and *they—them* to decide.
29. *Who—whom* did he refer to, you or *I—me*?
30. *Who—whom* were you with?

Exercise 105

POSSESSIVE CASE WITH VERBAL NOUNS

The word governing a verbal noun should be in the **possessive case**.

Write the following sentences, omitting the improper italicized words:

1. The reason of *us—our* going to Florida was generally understood.
2. It was *he—his* having gone away so suddenly that distressed her.
3. We all know of *Napoleon—Napoleon's* having been defeated at Waterloo.
4. She thought it was the *steamer—steamer's* rolling and pitching that made her seasick.
5. Mother didn't like to think of *father—father's* being there all alone.
6. Don't you remember *us—our* coming to see you last Christmas?
7. What is your opinion of *me—my* becoming an architect?
8. The mere thought of *them—their* having to give up the old homestead was too much for her.
9. The family was greatly opposed to *his—him* becoming an actor.

10. What troubled the teacher most was the *boy's*—*boy* lying to him.

11. I depend upon *your*—*you* keeping your promise.

12. I am surprised at *its*—*it* costing so much money.

13. What frightened her chiefly was the *horse's*—*horse* kicking and jumping.

14. A man's success depends, to a large extent, upon *him*—*his* keeping everlastingly at work.

15. Do you approve of *our*—*us* going into the grocery business?

16. I had expected to read of *you*—*your* startling the world with your new discovery.

17. I heard of the *king*—*king's* undergoing an operation for appendicitis.

18. The news of Lord *Kitchener*—*Kitchener's* coming back to London spread all over England.

19. What do you think of *my*—*me* turning over a new leaf?

20. I must trust to the *reader*—*reader's* reposing some confidence in my accuracy.

21. This change may be attributed to the domestic *duck*—*duck's* flying less than its wild parent.

22. *It*—*its* being difficult did not deter him.

23. He spoke of *you*—*your* studying Latin.

24. I am opposed to the *gentleman*—*gentleman's* speaking again.

25. What need is there of a *man*—*man's* swearing?

NOTE.—The distinction between a verbal noun and a participle used as an adjective should be observed. The noun or pronoun preceding the participle used as an adjective is not possessive.

Compare the following sentences :

There is no harm in the children's playing in the street.

There is no harm in the children playing in the street.

The boy's rocking the boat caused the accident.

The boy rocking the boat caused the accident.

Exercise 106

POSSESSIVE PRONOUNS

Pronouns in the possessive case do not take the apostrophe. When *it's* stands for *it is*, the apostrophe is used to mark the ellipsis of the *i*.

Write the following sentences, omitting the improper italicized words :

1. Greece is a wonderful country, and *it's—its* history reads like a romance.

2. Tomorrow I will return those books of *yours—your's* which I borrowed recently.

3. *Its—it's* a long journey which we have before us.

4. The palmy days of Rome are past, but *ours—our's* are yet to come.

5. I remain, *yours—your's* truly, Charles Dickens.

6. *Its—it's* a pity that the poor dog has lost *its—it's* leg.

7. The Filipinos do not like our soldiers, and we do not like *their's—theirs*.

8. His writing is bad enough, but *its—it's* much better than *her's—hers*.

9. This is a later edition than *your's—yours*.

10. *Our's—ours* is much larger than *theirs—their's*.

Exercise 107

Write the following sentences, omitting the improper italicized words :

1. John and *she—her* wrote the letter.
2. *They—them* and their friends have been here.
3. Give the money to *us—we* boys.
4. *We—us* girls will be there.
5. This is between you and *I—me*.
6. This is for you and *me—I*.
7. Do you suppose it is *they—them*?
8. Do you suppose it to be *they—them*?
9. I know that it was *she—her*.
10. I know it to have been *her—she*.
11. *Who—whom* should I meet but my old friend !
12. *I—me* being ill, she taught my classes.
13. *He—him* being absent, the meeting was postponed.
14. *Who—whom* did you send for?
15. *Whom—who* was the letter from?
16. Please hand the letter to Mr. Smith, *he—him who—whom* we saw last evening.
17. *Whom—who* do men say that I am?
18. *Who—whom* do men think me to be?
19. If I were *she—her*, I would go.
20. Is that *she—her* standing in the entrance? Yes, that is *she—her*.
21. It is not *me—I* that you wish to see.
22. It can not be *him—he*.
23. There is no danger of *his—him* being elected.
24. John and *he—him* are to be the speakers.
25. We were thought to be *them—they*.

Exercise 108

Write the following sentences, omitting the improper italicized words :

1. Its being *he—him* should make no difference.
2. I believed you to be *she—her*.
3. I saw the man *who—whom* they said had been elected.
4. We believed you to be *she—her*.
5. It is not *he—him* but *I—me who—whom* he seeks.
6. *Who—whom* are you writing to?
7. *Them—they* that honor me I will honor.
8. *They—them* that believe in me shall be rewarded.
9. I am not so good a writer as *he—him*.
10. They write as well as *we—us*.
11. *Who—whom* did you see at the meeting?
12. Please let *him—he* and *I—me* write on the board.
13. The man *who—whom* we saw is president.
14. *He—him* that is guilty, we must punish.
15. He was a person *who—whom* could be depended upon.
16. If it had been *me—I*, I should have run.
17. Let *him—he who—whom* made thee answer this.
18. I was sure of its being *he—him*.
19. I saw the man *who—whom* the property belonged to.
20. Did you find out *who—whom* the property belonged to?
21. So long as *we—us* Japanese exist as a part of the Creator's creation, we have the sense of feeling requisite to human beings.
22. These ever-changeless headlines in the newspapers must be quite as tiresome to sane Americans as they are to *us—we* Japanese.
23. *They—them* that despise me shall be lightly esteemed.

24. *Who—whom* the gods would destroy they first make mad.

25. The minister gave his services to those *who—whom* he thought needed them most.

Exercise 109

Tell which of the italicized words are correct, and why :

1. It is *me—I*, be not afraid.
2. Her brother is taller than *she—her*.
3. All of *us—we* girls had a good time.
4. He said that he would invite you and *me—I*.
5. *They—them* that honor me, I will honor.
6. I know *him—he* to be the man.
7. If I were *she—her*, I would not go.
8. I believe it to be *she—her*.
9. He said that he would invite her and *me—I*.
10. It was not *them—they*.
11. *Who—whom* did she ask for?
12. She said that she would write to you and *me—I*.
13. It was not *me—I*; it was either you or *he—him*.
14. It may have been *us—we who—whom* you saw.
15. Is this for James and *me—I*, or for Ellen and *me—I*?
16. Let James and *I—me* go too.
17. I was surprised at *it—its* being *he—him*.
18. Everyone has gone to the lake but you and *me—I*.
19. If I were *him—he*, I should not do so.
20. They said for you and *I—me* to come soon.
21. Boys like you and *me—I* are expected to do what is right without being told.
22. I gave the watch to the man *who—whom* I thought was the owner.

23. I gave the watch to the man *who—whom* I took to be the owner.
24. He left an invitation for Jack and *I—me* to visit him next Christmas.
25. It was *she—her* who told it, not *me—I*.
26. They lost no more than *we—us*.
27. Students like you and *she—her* ought to advance rapidly.
28. You know *who—whom* I thought it was.
29. You know *who—whom* I thought it to be.
30. There are none of us left now but you and *I—me*.
31. I thought that her brother and *she—her* were going with us.
32. You may send *whoever—whomsoever* you wish.

Exercise 110

Tell which of the italicized words is correct, and why :

1. Everybody has gone except *she—her* and *I—me*.
2. They invited *we—us* boys to go with them.
3. I heard of *his—him* going away.
4. There is very little in common between us and *they—them*.
5. There was no one at home but mother and *me—I*.
6. John's parents oppose *him—his* quitting school.
7. I am sure these books were intended for you and *I—me*.
8. How can I tell *who—whom* to trust?
9. Between and you and *I—me*, this is none of his business.
10. They invited Fanny and *I—me* to the wedding.
11. *Who—whom* do you think will be nominated?
12. *Who—whom* do you think they will elect?

13. Will you permit us, Charlie and *me—I*, to go to the game tomorrow?
14. In fact, I know it to be *he—him*.
15. I know *who—whom* I serve.
16. You and *I—me* were walking together.
17. Neither you nor *him—he* is in *his—their* place.
18. Father left his money to Mary and *me—I*.
19. *Who—whom* did he refer to, *he—him* or *I—me*?
20. It was *him—he whom—who* I meant.
21. Do you believe it is *they—them*?
22. I thought it to be *he—him*, but I am not sure.
23. We were betrayed by those *who—whom* we thought we could trust implicitly.
24. It appears to be *him—he*.
25. Do you think the guilty person to be *I—me*?
26. I have information as to *who—whom* he is.
27. We recommend only those *who—whom* we think can pass the examination, and *who—whom* we know will do their work in a satisfactory manner.
28. He is a man *who—whom* I know to be honest.
29. The evidence proved it to be *they—them* who were guilty.
30. *Who—whom* do men say that I am?
31. I did not know *who—whom* to trust.
32. How can we tell *who—whom* to trust?
33. Do you know *who—whom* you can get to do the work?

INTERJECTIONS

An interjection is an exclamation, expressive of feeling. It has no dependence upon other words, and so is not in the same sense with the rest a part of speech:

Fie! how angry he is!

Exercise 111**GENERAL REVIEW**

Correct such of the following sentences as are incorrect.
Give reasons :

1. I have a red, white, and blue flag. (Three flags.)
2. The book was read by the old and young.
3. Him and me like to study grammar.
4. He is older than me.
5. I am going to visit my friends, them that live in town.
6. He prayed for his enemies, they whom he had reason to curse.
7. The boys story was believed.
8. David and Jonathans friendship was marvelous.
9. Albert and Marys shoes were lost in the fire.
10. I will meet you at Brown, the assayers office.
11. The privilege is not theirs any more than it is ours.
12. The British Parliament are composed of king, lords, and commons.
13. The flock was scattered.
14. A mans' manners frequently influence his fortune.
15. Pupils should be polite to each other.
16. Cain was the oldest of the two.
17. Jupiter is the largest of all the other planets.
18. Have you been sick? You look bad.
19. How in the world can you write so rapid?
20. A more wiser man than Solomon never lived.
21. We didn't find nobody to home.
22. Those sort of fountain pens work good.
23. Eve was the fairest of all her daughters.
24. Let everybody attend to their own business.

25. Either of three roads leads to the city.
26. Repeat the first four lines in concert.
27. The child has a ravenous appetite which we have just seen.
28. The friend has gone to the city that has been visiting us.
29. Every plant and tree produces after their kind.
30. Each of the senses should be kept within their proper bounds.
31. Neither wealth or talent have power to save their possessor.
32. The propriety of such methods were evident.
33. In piety and virtue consist the happiness of man.
34. To rise and retire early are good for one's health.
35. No slave, no master, now exists in our country.
36. Ambition, and not the safety of the people, were concerned.
37. Not her beauty, but her talents, attracts attention.
38. The general, with all his army, were captured.
39. The mill, with all its appurtenances, were destroyed.
40. Either you or I are mistaken.
41. He advised me to not go.
42. I have never cheated any man, and I never intend to.
43. We intended to have shipped your goods yesterday.
44. I have went over this work many times, and its not perfect yet.
45. He talks as his brother does, but he walks like his father.
46. She always looks beautifully, but she never does her work neat.
47. I will divide my candy between Flora and Emma; my marbles between Lee, Wilford, and Budd.
48. As soon as he arrived he went in the house.

49. He went to the city accompanied with his sister.
50. He died from cholera.
51. Neither the father nor the son were here.
52. Between you and I there is no ill feeling.
53. They taught that bodies were composed of salt.
54. I am older than him, but he is heavier than me.
55. Neither Ella or Anna were at home.
56. There should be no quarreling among we four.
57. The confusion was caused by the manager changing his plans.
58. It shall be the duty of the treasurer to take care of all the monies and funds of the society.
59. The removing of the drowned babies from the steamer was a heart rending scene.
60. Them books are all mine.
61. The three last chapters of the book are the most interesting.
62. We have just bought two tons of coal and a green load of wood.
63. A humble heart shall find favor.
64. He was to frightened to tell what he had saw.
65. I was that tired that I couldn't work no longer.
66. Was it a man or a woman's voice that we heard.
67. You will not find him to home this morning, I don't think.
68. Who was Cortez sent out by?
69. We can't wait no longer for them boys.
70. Was it her that was talking so loud in the next room?
71. He can write as good as the teacher.
72. He acted very independent about the matter.
73. She seemed real glad to see us.
74. I have only received one letter from Jennie and she since they left.

75. The judge sentenced him to jail for disorderly conduct ten days.
76. I can neither find him nor his brother.
77. She felt the need for someone to advise her.
78. We divided the apples between the five children.
79. Where have you been at?
80. Why don't you do like I do?
81. One can't expect to learn grammar without he studies it diligently.
82. My brother is not quite as tall as me.
83. Neither the chairman or the secretary would give their consent.
84. It must have been him which you seen, not me.
85. Who do you think she took Nellie and I to be?
86. All the girls had gone except Grace and I.
87. It was him refusing to try that irritated me.
88. A dog and a cats' head are differently shaped.
89. He wouldn't go without we did.
90. I believe our rooms are more pleasant than their's.
91. He was seated at the table with a glass of ale on both sides of him.
92. He must have wanted to see them very much.
93. If I was to remove this weight what would happen.
94. I don't think he acted quite fair to his brother-in-laws.
95. For sale, a dictionary and atlas, both nearly new.
96. I am afraid that the poor boy don't know no better.
97. With this machine you can make two hundred copies of anything that can be written on a page of note paper in five minutes.
98. But for you and I he would have drowned.
99. Much depends on the teacher correcting the papers.
100. Much depends on the teacher's correcting the papers.

CAPITALIZATION

Begin with a capital letter:

1. The first word of every sentence, and the first word in every line of poetry :

I chatter, chatter as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

2. All proper names and all proper adjectives :

Germany and Austria declared war on several other European countries.

The Spanish Inquisition was one of the great events in history.

3. When a common noun is particularized by being joined to a proper name, both words are usually begun with a capital ; as, the Ohio River, Atlantic Ocean, McLure Hotel.

4. All names and titles of the Deity and all nouns referring to holy things :

Our Father, who art in Heaven. O Lord, how excellent is Thy name in all the earth.

5. The names of the days of the week and the months of the year. The names of the seasons are not capitalized unless personified :

The goods will go forward on Wednesday, October first.
School will be closed on Labor Day.

6. The pronoun I and the interjection O :

O, that I were a glove upon that hand!

7. The principal words in titles of books, subjects and headings:

He has written a book under the title, "Accumulative Exercises in Typewriting."

8. Nouns which are personified :

A youth to Fortune and to Fame unknown.

He gave to Misery all he had, a tear.

9. The words north, east, south, and west, only when used as the name of a section of country, or a people :

The North and the South are now united.

Ohio is east of Indiana.

10. The first word of a long quotation, or one formally introduced :

We wired you today as follows: "Ship Smith's order from Omaha. Wire when ready."

11. All titles of rank and office, when they are joined to names of persons; also when not so joined if they refer directly to persons:

I have just read President Wilson's ultimatum to Mexico.

A bill was introduced by Senator Watson.

Long live the King, say I; yet a king is only a man.

12. Names of all items in bills and orders :

1 Chiffonier

2 Morris Chairs

1 Lawn Mower

25 lbs. Sugar

13. The principal words when sums of money are written in words :

One year after date I promise to pay to Samuel Brown Four Hundred and Sixty-Three Dollars.

14. The first word in the complimentary close of a letter ; as, Yours truly, Respectfully, Sincerely yours.

15. The first word and all nouns in the salutation of a letter ; as, Dear Sir, My dear Sir, My dear Friend Jones.

Exercise

Rewrite, supplying capital letters :

1. no man ever sailed over exactly the same route that another sailed before him. every man who starts on the ocean of life arches his sails to an untried breeze.—*william mathews.*

2. full many a flower is born to blush unseen and waste its sweetness on the desert air.—*gray.*

3. and let each heart and voice proclaim the goodness of their god.

4. a pronoun having two or more antecedents connected by *and* must agree with them in the plural number ; as, milton and shakespeare have expressions peculiar to themselves.

5. english literature is no common debtor of the bible.

6. the style of bunyan is delightful to every reader.

7. two mighty vortices, pericles and alexander the great, drew into strong eddies about themselves all the glory and the pomp of greek literature, greek eloquence, greek wisdom, greek art.—*de quincey.*

8. authors must not, like chinese soldiers, expect to win victories by turning somersets in the air.—*longfellow.*

9. life mocks the idle hate of her archenemy, death.
10. though truth is fearless, yet she is meek and modest.
11. please ship by fast freight the following goods:

25 brls. gold medal flour

10 cases arbuckle's coffee

50 bags granulated sugar

12. the internal revenue officers crossed the ohio river from wheeling, ohio county, west virginia, and surprised a group of law-breakers in bellaire, belmont county, ohio.

13. we have received the following message from our head office: "accept order. indiana party considered good. will arrange with them."

14. the old saying, "fools rush in where angels fear to tread," contains a deal of truth.

15. my dear friend:

well did irving say, "sorrow for the dead is the only sorrow from which we refuse to be divorced." but i do bid you, my dear friend, let more cheering thoughts come in and occupy your heart, and crowd out the bitter remembrance of your bereavement. god saddens the heart to make it better for his great purpose.

Yours in deepest sympathy,

minnie j. furnam

PUNCTUATION

FIRST LESSON

THE PERIOD

The period is used :

1. At the end of imperative and declarative sentences.
2. After abbreviations ; as, Dr., Cr., inst.
3. Between dollars and cents expressed in figures ; as,
\$5.75.
4. After initials ; as, J. R. Gregg, C. O. Smith.

Exercise 1

Rewrite the following, inserting periods in their respective places, and substituting capitals for small letters at the beginning of the sentences. All other marks are inserted :

Gentlemen :

The enclosed is a sheet of "Tintslope" penmanship paper, which we are placing on the market at \$125 per ream of 500 sheets the teacher tells the pupils to write at 58 or 60 degrees slant, but they have practically no conception of its meaning this paper will be of great benefit to the students in enabling them to secure the correct slant without going through the ordeal of practicing for many months, during which time they have used all the slants from 40

to 80 degrees the lines should serve only for criticism after the execution let us hear from you with a good order.

Respectfully yours,

Tintslope Paper Co,
Perth Amboy, N J

Dear Sir :

If the consignee is unknown and you have notified him by postal that the package is on hand and no reply has been received, please hold papers for ten days if your efforts to effect delivery are then still unsuccessful, please return the correspondence to me and I shall obtain orders for disposition from the superintendent here is another bill from the O L Print people, which has been held up on account of difference in rates on shipment to Chicago, they being billed at the rate of fifty-six cents, when, as a matter of fact, they hold a list quoting rate of twenty-five cents will you collect this bill less the difference

Yours respectfully,

Tintslope Paper Co

SECOND LESSON

THE INTERROGATION

The interrogation point is used :

1. After a direct question ; as, How many exercises are in your book?
2. After a question, or questions, within a sentence that is a statement or a command ; as, He looked up quickly and said : "What can I do for you, young man?"
3. In a series after the individual members, each one of

which might be expanded into a complete sentence; as, What is the capital of Georgia? of Alabama? of Maine?

4. Enclosed in parentheses in a sentence to indicate that a statement is used in a questionable manner; as, I have just heard from your friend(?) Anderson.

NOTE.—Usually, the interrogation is equivalent to a period and is therefore followed by a capital, but not always. Sometimes the interrogative clause occurs in the middle of a sentence; as, To determine the object of a verb, ask, Whom? or What? after the verb.

Sometimes the sentence is composed of a series of questions; as, Can your property be exchanged for Lake Forest acres? or can it be exchanged at all? See also example under Rule 3 above.

In both these constructions the interrogation is equivalent to a comma or semicolon, and should be followed by a small letter.

The interrogation point should not be used after an indirect question; that is, one that does not require an answer; as, He asked me if I would attend to the matter tomorrow. I asked him if he intended to continue doing business in this way.

The difference between a question and a request should be observed. A request is followed by a period; as, Will you kindly fill the following order and ship at the earliest possible moment.

Exercise 2

Insert the periods and interrogation points in the following :

1. The chief aim of punctuation is to unfold the meaning of sentences with the least trouble to the reader it aids the

delivery only in so far as it tends to bring out the sense of the writer to the best advantage—*Wilson*

2. It would be an easy matter when studying punctuation to stray unwittingly into the realm of composition, for good punctuation presupposes good composition one writer says, "It is vain to propose, by arbitrary punctuation, to mend the defects of a sentence, to correct its ambiguity, or to prevent its confusion" nevertheless, an intelligent use of punctuation marks will often help to unlock the imprisoned thought in involved or poorly-constructed sentences—*J. Clifford Kennedy*

3. What is the difference between the potential mode and the indicative what auxiliaries are used with the potential

4. Referring to your letter of yesterday, I wish to say I entirely disagree with you in the first place, the prices we are getting for flour are inconsistent with the high cost of wheat what objection can there be to our agreeing upon a price that will protect us against actual loss

5. What is a nominative absolute is this form desirable why is it sometimes used

6. I think it is proper, don't you that some action should be taken

7. The purpose of the paragraph is to aid the reader to comprehend the thought to be expressed the paragraph groups in a logical way the different ideas to the communication it gives rest to the eye of the reader, and makes clearer the fact that there is a change of topic at each new paragraph—*Thomas Wood*

8. I might mention all the divine charms of a bright spring day, but if you had never in your life utterly forgotten yourself in straining your eyes after the mounting lark, or in wandering through the still lanes when the fresh-opened blossoms fill them with a sacred, silent beauty like

that of fretted aisles, where would be the use of my descriptive catalogue I could never make you know what I meant by a bright spring day—*George Eliot*

9. A man should learn to detect and watch that gleam of light which flashes across his mind from within, more than the luster of the firmament of bards and sages yet he dismisses without notice his thought, because it is his in every work of genius we recognize our own rejected thoughts; they come back to us with a certain alienated majesty great works of art have no more affecting lesson than this—*Emerson*

10. Why should there not be a patient confidence in the ultimate justice of the people is there a better or equal hope in the world in our present differences, is either party without faith of being in the right if the Almighty Ruler of Nations, with his eternal truth and justice, be on your side of the North, or on yours of the South, that truth and that justice will surely prevail by the judgment of this great tribunal of the American people—*Lincoln's first inaugural address*

THIRD LESSON

THE EXCLAMATION

The exclamation point is used after a word, clause, or sentence indicating surprise, emotion, etc.:

Alas! It is too late.

A Daniel is come to judgment!

Oh, how glad I am to see you!

The exclamatory sentence is often similar in form to the interrogatory sentence. If it is obvious that the interroga-

tory form is used for emphasis, and that no answer is expected, the exclamation point should be used :

Oh, where can rest be found !

Exercise 3

Insert periods, interrogation points, and exclamation points in the following :

1. Help help will no one try to rescue him
2. Fire if you dare
3. Oh, that is what you meant, is it
4. Magnificent autumn he comes like a warrior, with the stain of blood upon his brazen mail his crimson scarf is rent his scarlet banner drips with gore his step is like a flail upon the threshing-floor—*Longfellow*
5. In human life there is constant change of fortune, and it is unreasonable to expect an exemption from the common fate life itself decays, and all things are daily changing—*Plutarch*
6. And why take ye thought for raiment consider the lilies of the field, how they grow ; they toil not ; neither do they spin—*Bible*
7. "Foolish spending is the father of poverty do not be ashamed of hard work work for the best salary or wages you can get, but work for half price rather than be idle be your own master, and do not let society or fashion swallow up your individuality—hat, coat, and boots do not eat up nor wear up all you can earn compel your selfish body to spare something for profit saved be stingy to your own appetite, but merciful to others' necessities help others, and ask no help yourself see that you are proud let your pride be of the right kind."

8. Application is the price to be paid for mental acquisition to have the harvest we must sow the seed—*Bailey*

9. Again, could anything be more miraculous than an actual ghost the English Johnson longed, all his life, to see one; but could not, though he went to Cock Lane, and thence to the churchvaults, and tapped on coffins foolish doctor did he never, with the mind's eye as well as with the body's look around him into that full tide of human life he so loved did he never so much as look into himself—*Thomas Carlyle*

10. Dear Sir :

You will observe that we have taken this matter up further with Agent Simms, who claims that O'Connell's attention was never called to the shortage on this shipment have you any further proof to substantiate your claim that the shortage was reported to O'Connell if so, we think it would be well to get the men together as soon as possible at the South Station and then to reply to me regarding the result of such action.

FOURTH LESSON

THE COLON

The colon is used :

1. After the salutation of a letter ; as, Dear Sir: Gentlemen:

2. Between hours and minutes when expressed in figures ; as, 10:30 a. m., 2:45 p. m.

NOTE.—Where one knows that all figures have reference to time, as on a timetable, the use of the period in this connection is justifiable.

3. When a series of expressions is introduced by some

such word or words; as, *thus, the following, as follows, these*, etc.:

The course consists of the following subjects: Shorthand, Typewriting, English, Spelling, and Penmanship.

The orator began his address thus: "My friends, I have no personal interest in this matter."

NOTE.—The colon should be likewise used when the introductory expression (*as follows*, etc.) is clearly understood, though not expressed:

By making the experiment one can easily learn two things: one, how much useful knowledge, etc.

4. After a formal introduction to a long quotation:

Daniel Webster, in his Bunker Hill Monument oration, says: "We do not even read of the discovery of this continent without feeling something of a personal interest in the event; without being reminded how much it has affected our own fortunes and our own existence."

5. To separate the members of a compound sentence when either or both the members are punctuated with semicolons:

Him that is wise, observe; him that is good, copy: so shall thy life be both wise and good; and thou shalt be blest and happy.

Exercise 4

Insert colons in the following. All other marks are inserted:

1. My dear Sir I regret very much to say in reply to your letter, etc.

2. Gentlemen We can quote you the following prices No. 2, \$1.00; fair to medium, 90 cts.; No. 3 dull at 80 cts.

We can ship these goods on train leaving here Thursday at 2 45 p. m. so as to reach you in ample time to supply your Saturday trade.

3. The orator of the day arose and said "Fellow citizens We are here to celebrate the one hundred and thirty-eighth birthday of our nation. I presume," etc.

4. John said he had two good reasons for not attending the reception one, that he had a severe headache; and the other he did not name.

REVIEW

Insert periods, interrogation points, exclamation points, and colons in the following:

1. The students of the Shorthand Department are divided into four classes B Theory, A Theory, B Dictation, and A Dictation

2. The telegram read as follows "Will leave at 630 if possible"

3. That we should be interested in the meaning of the words we are studying is important for many reasons first, unless the mind is interested it is never wide awake; and again, because if the meaning is vague or dim our grammatical analysis will at once become mechanical and so lose all its value—*Cody*.

4. A sentence is like an arch it must rest upon two solid foundations, the subject noun and the predicate verb to be a good arch every word must fit nicely into its particular niche one word which does not fit perfectly may cause the whole arch to fall—*Cody*.

5. Stick to your legitimate business do not go into outside operations few men have brains enough for more than one business to dabble in stocks, to put a few thousand

dollars in a mine, and a few more into a manufactory, and a few more into an invention, is enough to ruin any man be content with fair returns do not become greedy do not think that men are happy in proportion as they are rich, and therefore do not aim too high be content with moderate wealth make friends a time will come when all the money in the world will not be worth to you so much as one good, staunch friend—*Beecher*.

6. "Now," said Wardle, after a substantial lunch, "what say you to an hour on the ice we shall have plenty of time" "capital" said Mr. Benjamin Allen "prime" ejaculated Mr. Bob Sawyer "you skate, of course, Winkle" said Wardle—*Dickens*.

FIFTH LESSON

THE SEMICOLON

The semicolon is used :

1. Between the members of a compound sentence when the conjunction is omitted :

He loved praise when it was brought to him ; he was too proud to seek it.

If the conjunction were written in this sentence, a comma would be used :

He loved praise when it was brought to him, *but* he was too proud to seek it.

2. To separate the members of a compound sentence when one or both members are *punctuated with commas* :

He loved praise when it was brought to him ; but, unlike many of his contemporaries, he was too proud to seek it,

The car of oats goes tomorrow ; the car of corn, Saturday.
John wrote a story ; Mary, an essay ; and Charlie, a poem.

3. **Before** the expressions *viz.*, *e. g.*, *i. e.*, *to wit*, *namely*, *as*, *thus*, etc., introducing an illustration or an enumeration :

Lincoln was a war president ; *i. e.*, he was president during the war.

The word "knowledge," strictly employed, implies three things ; namely, truth, proof, and conviction.

Some words are delightful to the ear ; as, Ontario, golden, oriole.

4. Between serial phrases or clauses having a common dependence on something which precedes or follows :

Science declares that no particle of matter can be destroyed ; that each atom has its place in the universe ; and that, in seeking to find that place, each obeys certain fixed laws.

If we think of glory in the field ; of wisdom in the cabinet ; of the purest patriotism ; of morals without a stain—the august figure of Washington presents itself as the personification of all these ideas.

Exercise 5

Insert semicolons in the following :

1. Partisans on one side say that the causes of failure were tariff reduction and depression due to pending legislation at Washington those on the other assert that they were local conditions and overextension.

2. Only three persons were engaged in the conflict namely a stout Englishman, a swarthy Italian, and an excited Frenchman.

3. Some men divide the history of the world into four ages viz. the golden age, the silver age, the brazen age, and the iron age.

4. Pronunciation is rapid phonetic spelling phonetic spelling, slow pronunciation.

5. All parts of a plant reduce to three namely, root, stem, and leaf.

6. No man is born into the world, whose work is not born with him there is always work and tools to work withal, for those who will.—*Lowell*.

7. Formerly, when great fortunes were only made in war, war was a business but now, when great fortunes are only made by business, business is war.—*Bovee*.

8. Beware of little expenses a small leak will sink a great ship.—*Franklin*.

9. "Let not thy table exceed the fourth part of thy revenue too much is a vanity enough is feast."

10. Talent is that which is in a man's power genius is that in whose power a man is.—*Lowell*.

REVIEW

Insert periods, interrogation points, exclamation points, colons, and semicolons in the following :

1. What is an education it consists in the formation of certain habits when a man is truly educated he has acquired the habit of observing facts and people of thinking about them of reading what other people think about them of growing his own thoughts on a variety of subjects of regulating his own thoughts, avoiding idle reverie, and acquiring the art of concentration of expressing his thoughts by voice and pen of embodying his knowledge in action, and this in

the service of the individual and society this man is the truly educated man—*Bishop John H. Vincent*

2. There have been spectacles more dazzling to the eye, more gorgeous with jewelry and cloth of gold, more attractive to grown-up children, than that which was then exhibited at Westminster but perhaps there never was a spectacle so well calculated to strike a highly cultivated, a reflecting, and imaginative mind—*Macaulay*

3. The Englishman instantly perceived his mistake, and he answered the artifice by a roar of artillery Griffith watched the effects of the broadside with an absorbing interest as the shot whistled above his head but when he perceived his masts untouched, and the few unimportant ropes only that were cut, he replied to the uproar with a burst of pleasure

4. Studies serve for delight, for ornament, and for ability their chief use for delight is in privateness and retiring for ornament, in discourse and for ability, in the judgment and disposition of business—*Bacon*

5. To spend too much time in studies is sloth to use them too much for ornament is affectation—*Bacon*

6. Mr. Pickwick retired a few paces apart from the bystanders, and beckoning his friend to approach, fixed a searching look upon him, and uttered in a low but distinct and emphatic tone, these remarkable words "You're a humbug, sir" "a what" said Mr. Winkle, starting "a humbug, sir I will speak plainer, if you wish it an impostor, sir"—*Dickens*

7. If the machine could speak, it would tell you of the Spanish shells which have burst with horrible din within sound of its click it would speak of the important dispatches it has rushed on paper in the dead of night of the communications it has addressed to the enemy, whose lines were not more than four hundred yards from where it was installed

of the sad lists of the killed and wounded it has made after our engagements of the deeds of American heroism to bereaved parents of the fate of their brave sons who gallantly fell in battle of the articles of capitulation it triumphantly imprinted, which, on being signed by the Spanish and American generals, caused the surrender of Santiago de Cuba, with 25,000 Spanish soldiers

8. Histories make men wise poets, witty the mathematics, subtle natural philosophy, deep moral, grave logic and rhetoric, able to contend—*Bacon*

9. The human species is composed of two distinct races those who borrow and those who lend.

10. A is sometimes used before a word beginning with a vowel as "A universal truth," "A onesided question" note that these words begin with the same sound as occurs in *youth* and *wonder*.

SIXTH LESSON

THE COMMA

Rule 1. Expressions in **apposition** should be separated from the rest of the sentence by commas :

Milton, *the poet*, was blind.

We, *the people of the United States*, are lovers of republicanism.

Rule 2. **Explanatory** expressions should be separated from the rest of the sentence by commas :

The subway, *an underground railroad*, is intended for rapid transit.

Free trade, *one of the greatest blessings which a government*

can confer on a people, is in almost every country unpopular.
—*Macaulay*.

Rule 3. **Parenthetical** expressions are usually separated from the rest of the sentence by commas:

The marks of parenthesis, (), are also used, as will be explained further on.

A prominent citizen, *I am not at liberty to disclose the name*, has presented this institution with one thousand dollars.

The verdict, *as a matter of course*, was that he was guilty.

Exercise 6

Insert commas in the following sentences. Tell what rule is involved in each sentence:

1. Garfield the second martyred president was born in Ohio.

2. I have no doubt therefore that you can secure his order.

3. Professor James the psychologist gave an interesting lecture last night.

4. The Colosseum it was built nearly two thousand years ago stands in Rome today.

5. Beautiful Lake George and no one will question its beauty nestles among the rugged peaks of the Adirondacks.

6. Bismarck the founder of German unity was one of the greatest men of the last generation.

7. It is simply my desire not my command that this shall be done.

8. J. M. Scott being duly sworn says that he is the attorney for the plaintiff.

9. I prefer on the whole to have my own way.

10. Mr. C. L. Wilson our traveling salesman will be in your city the 10th inst.

11. We are in fact only beginning to feel its effects upon our business.
12. Truth like gold shines brighter by collision.
13. Paul the great apostle was a man of energy.
14. The bearer of this letter Miss Mary Brown visits your city to find employment as an amanuensis.
15. This book based on the Pitmanic alphabet is the joint work of prominent reporters and teachers.

REVIEW

In the following, insert periods, interrogations, exclamation points, colons, semicolons, and commas to separate appositive, explanatory, and parenthetical expressions. All other commas are inserted :

1. The title of professor belongs of right to anyone elected by the proper authorities to a regular chair in an educational institution organized with full departments and faculty and conferring degrees under legal charter professor is now applied however to a salaried graduate actually employed in teaching, or whose duty it is to teach the title is given by courtesy to scholars and scientists who have become noted as specialists

2. A well-appointed dinner is one of the pleasantest occasions of social life the company being more select than at ordinary parties, greater care is observed in regard to all arrangements to avoid mistakes, one should be careful as to the day and hour named in the invitation, and each should be addressed to the person for whom it is intended

3. Well is often used as an adjective, meaning good health as I am very well, thank you there is not a well person in the family

4. Dr. Noel for that was his name had been forced to

leave London where he enjoyed a large and increasing practice and it was hinted that the police had been the instigators of this change of scene at least he, who had made something of a figure in earlier life, now dwelt in the Latin Quarter in great simplicity and solitude, and devoted much of his time to study

5. The prices for this company's coal delivered free on board vessels or cars at Hoboken are as follows Grate \$4.75 egg \$5 stove \$5 chestnut \$5 per gross ton of 2240 pounds

6. Suppose you give your employer just ten dollars' worth of work for ten dollars' pay, is this a good bargain would it be a good bargain for an acorn to make with itself that it would remain a starved and stunted scrub oak because it is too much work, too much trouble to grow into a large and commanding giant of the forest can you afford to remain a starved and stunted man with narrow experience with a limited observation with little skill and a stunted discipline just for the sake of getting square with your employer and not earning more than you get

7. Canada by geographical and climatic limitations must grow grain, and Canada can only prosper on the prosperity of its graingrowers the graingrower can only prosper as he secures every last fraction of a cent from the consuming markets abroad

8. Is such an expenditure justified let us see it is a well-known trade maxim that the price of the surplus of a crop makes the price on that crop that the price in the terminal market is the basis on which much of that crop changes hands though it never actually moves through that market.

9. A good many people of honest motives thought that a period of American occupation and oversight was necessary for the reconstruction of Mexico that it would have to come sooner or later and that the longer it was delayed the worse would be the wreckage of property.

10. If you can not use these goods at this price, return them to us and we will credit your account otherwise kindly send us check for the amount deducted we shall be pleased to hear from you at once

SEVENTH LESSON

Rule 4. Words, phrases, or clauses in the same construction forming a **series** should be separated from one another by commas, unless the conjunctions are given. Observe the different ways a series may be written and how each is punctuated.

A series may be used :

With all conjunctions except the last omitted ; as, Apples, peaches, pears, and plums grow in the orchard.

With **all** conjunctions omitted ; as, Faith, hope, charity, should govern our lives.

NOTE.—When a series of adjectives modifies a following noun, the comma is omitted after the last member ; as, Bright, healthful, vigorous poetry was written by Scott.

Arranged in pairs ; as, Sink or swim, live or die, survive or perish, I am for the Declaration.

With all conjunctions inserted ; as, An elephant and a lion and a royal tiger and a horse with horns and other strange beasts had come to town.

NOTE.—Usually when all the conjunctions are used no commas are necessary. Sometimes, however, for the purpose of special emphasis on each member, both commas and conjunctions are used ; as, An elephant, and a lion, and a royal tiger, and a horse with horns, and other strange beasts, etc.

When the series is followed by a complete statement, a

comma is placed after the last member ; as, Apples, pears, peaches, and plums, all grew in the orchard.

NOTE.—Some phrases that look like series, are not such, and should not be separated by commas ; as, a handsome young man, a red-hot stove, little old man, fine big fat hen.

Exercise 7

Insert commas in the following :

1. Good stenographers can spell punctuate capitalize and paragraph correctly.

2. Corn wheat oats and rye all have advanced in price.

3. We have a large selection of hemlock white pine Norway etc.

4. We have just received an order for ten chair cars four cafe cars and two postal and baggage cars.

5. He went past the mill over the bridge and through the tunnel.

6. The principal marks used in punctuation are : comma semicolon colon period interrogation point exclamation point marks of parenthesis brackets dash quotation marks hyphen and apostrophe.

7. Wisdom justice self-denial nobleness purity high-mindedness these are the qualities before which the free-born races of Europe have been content to bow.

8. Honesty and sincerity truth and candor are enviable traits of character.

9. A calm serene cheerful old age is always useful.

10. We had driven through the village across the causeway and up the ascent.

11. The Indian the sailor the hunter only these know the power of the hands feet teeth eyes and ears.—*Emerson*.

12. Beauty truth and goodness are never out of date.

13. We carry a full line of blankets in the following colors: black and red black and white cardinal tan white and gray.

14. He was brave pious patriotic in all his aspirations.

15. Infinite space endless numbers and eternal duration fill the mind with great ideas.

16. Science tunnels mountains spans continents bridges seas and weighs the stars.

17. Crafty men condemn studies simple men admire them wise men use them.

18. Speak as you mean do as you profess and perform what you promise.

REVIEW

In the following paragraphs insert periods, interrogations, colons, semicolons, and commas required by rules 1, 2, 3, and 4:

1. When we ask ourselves, "Just what do I mean do these words say just what I mean do they say anything that I do not mean," we are in a critical mood—*Lewis*

2. A clear piece of glass is transparent you see through it you do not see the glass itself the same thing is true of a clear piece of writing if it is perfectly transparent, the reader does not think about the words as words he sees the thought beyond the words—*Lewis*

3. But do business men never write long sentences alas many are only too prone to this form of amusement amusement it is, for there is a curious pleasure in seeing how many words may be packed into one package—*Lewis*

4. The semicolon is a kind of weak full stop so far as grammar is concerned, it may be used instead of a period any complete statement may take a period any complete

statement may take a semicolon join short statements together and you indicate that they go together as similar and unemphatic assertions they are similar they are short they often repeat the thought in different words they are only semicolons—*Lewis*

5. By making the experiment one can easily learn two things one how much useful knowledge can be acquired in a very little time and the other how much time can be spared by good management out of the busiest day.

6. The plan of the formal business letter shows six divisions the heading the inside address the salutation the body the complimentary close the signature each of these requires special consideration.

7. The potential mode asserts the power liberty possibility or necessity of the action or being as we may play we can walk we must go.

8. We hold these truths to be self-evident that all men are created equal that they are endowed by their Creator with certain inalienable rights that among these rights are life liberty and the pursuit of happiness that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends, it is the right of the people to abolish it, and to institute a new government.

9. Mr. B. A. Hayes the bearer of this letter has been in our employ for over a year, and in that time has proved himself worthy of confidence his work was always carefully and honestly performed, and it is with pleasure that we give him this letter you will find Mr. Hayes ever honest energetic and willing in all ways to make your wishes his first care.

10. Among the qualifications of a good stenographer are accuracy or the ability to spell and punctuate rapidly

which means getting work done quickly without sacrifice of accuracy and modesty which means so many things that we won't try to enumerate them here a stenographer who has these need never be without remunerative employment.

EIGHTH LESSON

Rule 5. Inverted expressions; that is, expressions **out of their natural order**, should be separated from the rest of the sentence by commas:

Inverted: *If you are not satisfied with your present position*, you are at liberty to resign and go elsewhere.

Natural order: You are at liberty to resign and go elsewhere if you are not satisfied with your present position.

Inverted: *Where law ends*, tyranny begins.

Natural order: Tyranny begins where law ends.

Note that in the natural order no comma is required.

All sentences beginning with subordinate conjunctions contain inverted clauses. The most common are those beginning with *if*, *as*, or *when*.

Rule 6. Expressions in the **absolute construction** should be separated from the rest of the sentence by commas:

The sun having set, we returned.

Hoping to hear from you, we remain Yours truly.

Rule 7. Expressions of **direct address** should be separated from the rest of the sentence by commas:

Friends, Romans, countrymen, lend me your ears.

You, *sir*, are the man.

Let me assure you, *Mr. Jones*, that the delay was unavoidable.

Exercise 8

Insert commas required by rules 5, 6, and 7:

1. If you would succeed in business be punctual in observing your engagements.

2. If you would not be forgotten as soon as you are dead write things worth reading or do things worth writing.

3. If we think of nothing but the end and the reaching it all is feverish unrest and toil.

4. When a man ceases to go up he begins to go down.

5. The loveliest things in life Tom are but shadows.

6. As evidence of our low prices and square dealing we submit to you the following facts and figures.

7. Answering your inquiry I will say that in 1889 Brazil became a republic.

8. Looking out of the window we saw them coming.

9. What it is our duty to do we must do not because anyone can force it from us but because it is right.

10. When a pronoun is added merely for emphasis and distinction the comma is not inserted.

11. Boast not my friend of your talents.

12. Mr. Chairman the subject shall receive immediate attention.

13. Assuming that you are a salesman John write a reply to the letter before you.

14. As the salesman may not be to blame in the matter call his attention to the condition of affairs without saying anything that would give offense.

15. For the sake of those you hold dear maintain your honor as a man.

16. When the time of the test came every employee remained at his post.

17. The strike being at an end work was resumed without delay.

18. I believe ladies and gentlemen that my first duty is to ask your pardon for the ambiguity of the title under which the subject of my lecture has been announced.

19. Presuming that you seek instruction rather than entertainment I shall undertake a thorough explanation of this rather technical question.

20. The river being choked with ice it was impossible for us to proceed.

REVIEW

In the following paragraphs, insert periods, interrogations, colons, semicolons, and commas required by rules 1, 2, 3, 4, 5, 6, and 7:

1. I was especially fond of animals and was indulged by my parents with a great variety of pets with these I spent most of my time and never was so happy as when feeding and caressing them this peculiarity of character grew with my growth and in my manhood I derived from it one of my principal sources of pleasure.

2. A semicolon separates closely connected sentences when the conjunction is omitted and it also separates the members of compound sentences when one or more members contain commas, especially when the commas indicate the omission of the verb the rule itself furnishes an illustration.

3. A colon should be used after a formal introduction to a speech or lengthy quotation as His reply was this "America has millions for defense, but not one cent for tribute"

4. So Jackie today goes to school with books with machines he develops his mind he learns a trade who can question but that the perfection of the plan will make better sailors as well as better citizens

5. The study that treats of the forms and the constructions of words and sentences is called grammar grammar does not make the laws of a language it only states them in an orderly way

6. He read on a marble tablet in the chapel wall opposite this singular inscription "Look not mournfully into the past it comes not back again wisely improve the present it is thine go forth to meet the shadowy future without fear and with a manly heart"

7. Brackets should be used to enclose words or phrases which are entirely independent of the rest of the sentence they are usually comments queries corrections criticisms or directions inserted by some other person than the original writer or speaker

8. Do not hesitate to appropriate and use a racy idiom wherever you find it there is vigor in such phrases as the following stick at nothing come at win through pitch on a means hit on a device get at etc very often they are as strong as slang without the odium attaching to slang

NINTH LESSON

Rule 8. When, in certain clauses of a series, the verb is omitted, **the omission** is indicated by a comma:

Shakespeare lived in the sixteenth century; Milton, in the seventeenth; and Scott, in the eighteenth.

The comma after Milton and the one after Scott indicate the omission of *lived*. This style of sentence is used to avoid the repetition of the verb.

The clause in which the omission occurs is always preceded by a semicolon. See examples 3 and 4 under Rule 2 for semicolon.

Compare the following sentence with the example above. What difference is there in the punctuation? Why?

The orator closed his speech with these words: Caesar had his Brutus; Charles the First, his Cromwell, and George the Third may profit by their example.

Rule 9. **Short quotations**, when especially emphatic, are usually set off from the rest of the sentence by commas:

The line, "The paths of glory lead but to the grave," is found in Gray's Elegy.

When the quotation is a word or phrase closely woven into the sentence, not making complete sense in itself, the commas are not necessary:

He introduced the man as "my distinguished friend."

The new bookkeeper was "fired" as it was found that he was incompetent.

All men may be "created equal" at the outset yet they do not usually remain so.

Exercise 9

Insert commas and semicolons in following:

1. Mary said "yes" but Helen said "no."
2. The English are stolid the French lively.
3. Dickens wrote Nicholas Nickleby Hugo Les Misérables Thackeray Henry Esmond.
4. The Bible says "The Lord thy God is a jealous God."
5. He said "Then why are you here?"
6. A man in trouble once wrote to a friend "I am in a hole and if you don't help me out I am stuck."
7. His friend replied "Sorry I can't help you old fellow

but if you are in a hole you can't get out of I am coming to see the hole. It must be a wonder."

8. One murder makes a villain millions a hero.

9. A tree is known by its fruits a man by his acts.

10. War is the law of violence peace the law of love.

11. "Oh Mr. Pickwick" said Mrs. Bardell trembling with agitation "you're very kind sir."

12. "Think you Abel" said Paul at last "that the storm drove hither?"

13. The idle want steadiness of purpose the indolent power of exertion.

14. In the first part of the discourse was shown the necessity of exercise in the second the advantages that would result from it.

15. Seconds make the minutes the hours the days and the days round out the weeks and years.

REVIEW

In the following paragraphs insert all marks required:

1. The saying a prophet is not without honor save in his own country has no application here for, as Mr. Blank believes in Birmingham and the South, so they believe in him he is a worthy exponent of the new theory of service.

2. Mr. Case the principal speaks enthusiastically of the fine support given by all the students Miss Webster the head of the department is making a fine record and the graduates are all in good positions.

3. God made us all bundles of wonderful possibilities the trouble with so many is that they never know their own worth or power they don't dig down deep enough to make the fountains of their subconscious faculties flow.—A. F. Sheldon.

4. As a rule Saxon words coming as they do from the simpler ages of history express simpler things and are shorter they build up the native framework of the language too the pronouns articles prepositions conjunctions interjections are of Saxon origin.

5. Some of the plainer distinctions in words are degrees of intensity as anger rage fury differences of bulk or size as knoll hill mountain and grades of stateliness or dignity as house residence mansion all these degrees of meaning have their fitting use and place.

6. If instead of saying "John gave me this book" we say "It was John who gave me this book" we have already by moving the subject only slightly from its natural place thrown the chief emphasis upon it.

7. In bringing this matter up again we have in mind a new inquiry namely how does the use of such language affect the quality of force many of the following sentences are not incorrect at all but they can be improved in accordance with the data above given.

8. We can almost fancy that we are visiting him (Milton) in his small lodging that we see him sitting at the old organ beneath the faded green hangings that we can catch the quick twinkle of his eyes rolling in vain to find the day that we are reading in the lines of his noble countenance the proud and mournful history of his glory and his affliction.—*Macaulay*.

TENTH LESSON

Rule 10. **Unrestrictive relative and adverbial** clauses should be set off from the rest of the sentence by commas.

Who, *which*, and *that* are the words most commonly used for introducing relative clauses; and *when* and *where*, for adverbial clauses.

Care must be taken to distinguish between restrictive and unrestrictive clauses. Restrictive clauses should not be set off.

RESTRICTIVE CLAUSES

A restrictive, relative clause limits the meaning of one word, the antecedent. It has the force of a simple adjective. It merely identifies.

This use of the restrictive clause may be understood by comparing the following sentences:

Restrictive Relative Clause

1. The horse *that won the race* was owned by Mr. Ketchum.

2. There is no subject *which interests me more than architecture.*

3. Men *that are honest* are better than men *that are dishonest.*

Equivalent Adjective

1. The *winning* horse was owned by Mr. Ketchum.

2. There is no subject *more interesting to me than architecture.*

3. *Honest* men are better than *dishonest* men.

In many sentences the restrictive clause may be substituted by a noun; as,

1. The man *who discovered America* did not know he had found a new world.

2. I was personally acquainted with the engineer *who built the subway.*

1. The *discoverer* of America did not know he had found a new world.

2. I was personally acquainted with the *builder* (or engineer) of the subway.

UNRESTRICTIVE CLAUSES

An **unrestrictive** clause does not limit the meaning of any particular word, but adds a thought to the sentence.

An **unrestrictive clause** either explains the idea of the antecedent and has the force of an **appositive noun**, or expresses an additional idea and has the force of a **coordinate sentence**.

1. Men, *who are rational animals*, are better than brutes, *which are irrational animals*.

2. Mr. Harris, *who has been there all the time*, told me about it.

1. Men, *rational animals*, are better than brutes, *irrational animals*. (Appositive nouns.)

2. Mr. Harris told me about it, *and he has been there all the time*. (Coordinate sentence.)

A sentence containing an unrestrictive clause expresses two complete thoughts. The writer has his choice of three ways of expressing the two thoughts. He may use two sentences; as, Mr. Harris told me about it. He has been there all the time.

He may show a closer relation between the two thoughts by using a compound sentence; as, Mr. Harris told me about it, and he has been there all the time.

The two thoughts may be brought into still closer relation by using the unrestrictive clause; as, Mr. Harris, who has been there all the time, told me about it.

The failure to distinguish between restrictive and unrestrictive clauses may make a material difference in the meaning of many sentences.

A schoolmaster wrote upon the blackboard this notice:

The pupils of this school who have recited creditably this week will be given a half holiday Friday.

The first pupil to enter the room surreptitiously placed commas after *school* and *week*.

What difference did that make in the meaning?

Exercise 10

Rewrite the following sentences. Underscore the clauses. Set off unrestrictive clauses by commas:

1. The man who was killed was an Italian.
2. Who is the author of "The Winning of Barbara Worth" which I noticed you were reading last night?
3. Who is the author of the book which you returned to the library yesterday.
4. It is raining again this morning which is just as I expected.
5. Charles Anderson can write two hundred words a minute which is a remarkable feat for a boy of his age.
6. The stock reports that you sent in this morning are not in proper form.
7. Webster, who wrote a dictionary was not Webster who was a great statesman.
8. He had a careless way of flashing his torch into people's faces which compelled them to jump to save themselves.
9. In the spring of 1889 he went to Kansas where he has lived ever since.
10. The present schedule will be in effect until September 15th when the regular winter schedule will be resumed.
11. Clarence will become a partner in his father's business when he has finished his college course.

12. The robbers were unable to find out where the treasure had been hidden.

13. We find ourselves out of the stock you order which is as annoying to us as it is to you.

14. Please bring me the Eldridge dictation book which you will find on my desk.

15. Bring me the dictation book which is lying on my desk.

16. You have done your work well which is all I ask.

17. He will be here in a few days when we will take the matter up with him.

18. I will advise you fully in the matter when I hear from the manufacturers.

19. A relative or adverbial clause which is restrictive should not be set off by commas.

20. An unrestrictive relative clause which is one that adds a thought to a sentence should be set off by commas.

21. We shall see them in Boston tomorrow when we shall get full information and communicate with you.

22. The eye which sees all things sees not itself.

23. My brother who lives in Kansas came to see me.

24. My brother John who lives in Kansas came to see me.

25. My brother that lives in Kansas came to see me.

REVIEW

1. Intermediate expressions are expressions that come between closely related parts of a sentence as for instance between the subject and the predicate between the parts of a verb phrase or between the verb and its complement.

2. The Revival of Learning merged in what we call the Renaissance a general quickening of European interest in

everything human the Renaissance gave us Italian painting and sculpture it gave us Shakespeare and it gave us the great imaginative explorers like Raleigh and Drake.

3. The form "I say" is permissible in vivid narration like the following the whistle blows and in three minutes there is a line of fifty men at the window I the timekeeper am watching them I say to Arthur "are you ready" and the busy paymaster gives a nod which shakes off the ashes of his cigar I open the window and Arthur begins to sort out the pay-envelopes.

4. It is common to divide narration into two kinds narration without plot and narration with plot "plot" at once suggests a work of fiction and something complicated suppose we substitute "suspense" for plot some narratives are so constructed as to arouse much suspense others very little.

5. We may learn more from our mistakes than our successes how does the beginner use his errors has he the wit to search and see how the blunder originated and how it can be avoided in the future or does he merely shrug his shoulders and excuse himself with the reflection that he could not help it in short does he profit by his mistakes or not when he finds that his knowledge is defective as for instance when he encounters in dictation some word or phrase with which he is unacquainted does he look up a dictionary or a book of reference or inquire of a fellow clerk so as to be sure that the expression is correctly rendered in his transcript.

6. In business nobody ever asks what is a declarative sentence but failure to place a question mark at the end of an interrogative sentence or a period at the end of a declarative sentence brings instant criticism anyone who can place the question mark the period and the exclamation

point correctly can do all the things involved in knowing different kinds of sentences.—*Cody*.

7. Mr. C. L. Wilson our traveling salesman will be in your city on Friday the 10th inst. when we hope you will talk over further details pertaining to this matter the last invoice amounted to \$820. Mr. Wilson may be able to offer you a discount on it 5 percent being the usual rate but if you can arrange for 10 percent we will be satisfied.

8. Mr. Andrews spoke to us regarding your two-story flat building will you kindly give us details of same size of lot number of rooms what heat rent encumbrance if any and price.

9. If you care to consider our proposition kindly advise and we will put you into communication with our representative Mr. Brown who can give you all the information you desire.

10. Please ship by express the following goods 12 doz ladies' handkerchiefs all lines hemstitch \$1 per doz 1 gross white cotton thread assorted numbers 1 doz children's bibs your No. 60 prompt filling of this order will greatly oblige us.

GENERAL RULE FOR COMMA

Occasionally, the insertion of a comma, not called for by any of the rules thus far given, is necessary to make the meaning clear. Nearly all works on punctuation, therefore, include a general rule:

"Use a comma to indicate a slight interruption in the grammatical construction of a sentence, where no other mark is applicable."—*Kennedy*.

To remain in one spot always, prevents the mind from taking comprehensive views of things.

The prisoner, said the witness, was a convicted thief.
He who teaches, often learns himself.

ELEVENTH LESSON

QUOTATIONS

Every **direct quotation** should be enclosed within quotation marks. A direct quotation consists of the exact words of the original :

Nelson said, "England expects every man to do his duty."

When the quotation is interrupted by words thrown in by the speaker or writer, both parts of the quotation must be enclosed :

"You may do as you wish," he said, "if you only wish to do right."

However, if a continuous quotation consists of several complete sentences, only two quotation marks are used.

Professor Lewis says in regard to the semicolon: "The semicolon is a kind of weak full stop. So far as grammar is concerned, it may be used instead of the period. Any complete statement may take a period; any complete statement may take a semicolon."

If a quotation consists of several paragraphs, quotation marks should *precede each paragraph* and *follow the last*.

Titles of books, articles, etc., should be enclosed within quotation marks. It is not necessary to enclose names of newspapers :

I am sending you a copy of "Kim."

I am going to see "The Master Mind."

In writing a conversation each direct quotation, together

with the rest of the sentence of which it is a part, should constitute a separate paragraph :

Observing an unfamiliar shrub by a country roadside a student of botany stopped to make an examination.

"Are you acquainted with this flower, young man?" he asked of a passing yokel.

"Yep," the boy laconically answered.

"To what family do you think it belongs?"

Indicating a near-by house with a pudgy thumb the boy answered: "Higginses."—*Puck*.

QUOTATION WITHIN A QUOTATION

Use single quotation marks (' ') to enclose a quotation within a quotation :

The speaker in closing said: "I can imagine no more inspiring words than those of Nelson at Trafalgar, 'England expects every man to do his duty.'"

ORDER OF MARKS

At the end of a quotation, a comma, semicolon, or period is placed before the quotation mark. See examples above.

The interrogation or exclamation point is placed before, if it *punctuates the quotation only*:

"Can you come?" she asked.

He turned and said to me, "Where are you going?"

If an interrogation or an exclamation point follows a quotation, but *punctuates the entire sentence*, it is placed after the quotation mark :

Did you notice that man's facial expression when he shouted, "Long live the king"?

Who is the old gentleman, who, when listening to someone talking, keeps saying, "Exactly so, exactly so"?

Why was he "fired"?

If the quotation makes complete sense, it begins with a capital letter ; otherwise, with a small letter. See examples above.

INDIRECT QUOTATIONS

An indirect quotation expresses the thought of the original in different words. They do not require quotation marks :

Nelson said that England expected every man to do his duty.

Henry Clay said that he would rather be on the right side than to be president.

Exercise 11

Rewrite and punctuate the following :

1. I am not much of a mathematician said the cigarette but I can add to a man's nervous troubles I can subtract from his physical energy I can multiply his aches and pains I can divide his mental power I can take interest from his work and discount his chances for success do you want me to work for you

2. Emerson says there is a time in every man's education when he arrives at the conviction that envy is ignorance that imitation is suicide that he must take himself for better or for worse as his portion that though the wide universe is full of good no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to toil.

3. When a lady patient living far from town had to tel-

ephone for her physician she apologized for asking him to come such a distance don't speak of it said the doctor cheerfully I happen to have another patient in that vicinity and so can kill two birds with one stone.—*Ladies' Home Journal*.

4. A coroner was called upon to hold an inquest over the body of an Italian the only witness was a small boy of the same nationality who spoke no English the examination proceeded thus where do you live my boy the boy shook his head do you speak English another shake of the head do you speak French another shake do you speak German still no answer how old are you no reply have you father and mother no reply do you speak Italian the boy gave no sign well said the coroner I have questioned the witness in four languages and can get no answer it is useless to proceed the court is adjourned.

5. Gentlemen your letter of the 19th inst was sent to our North Mills at Jamestown N Y and here is their reply thereto we return herewith letter received from the Goldman Cotton Co if you wish an affidavit as to mark on the bale weight of the damaged cotton and the identity of the tag we shall send you same we are sorry that we can give you no more information than is contained in their letter.

6. We received your wire today as follows can't get ventilated car shall we ship potatoes in box car we wired in reply hold shipment until you can get ventilated car which we now confirm.

7. Do not attempt to better a faulty construction by worse punctuation as in the following sentence a young couple from the East bought a beautiful residence from a real estate agent that had a tile roof it should read as follows a young couple from the East bought from a real estate agent a beautiful residence that had a tile roof.

8. Bacon said some books are to be tasted others to be

swallowed and some few to be chewed and digested that is some books are to be read only in parts others to be read but not curiously and some few to be read wholly and with diligence and attention.

9. Recall to your recollection the free nations which have gone before us where are they now . . . how have they lost their liberties if we could transport ourselves to the ages when Greece and Rome flourished . . . and . . . should ask a Grecian if he did not fear that some daring military chieftain . . . would some day overthrow the liberties of his country the confident and indignant Grecian would exclaim no no we have nothing to fear from our heroes our liberties will be eternal—*Henry Clay*.

10. When I was at Grand Cairo I picked up several Oriental manuscripts which I still have by me among others I met with one entitled the visions of mirza which I have read over with great pleasure I intend to give it to the public when I have no other entertainment for them and shall begin with the first vision which I have translated word for word as follows on the fifth day of the moon, etc.—*Addison: The Spectator*.

11. The genius smiled upon me with a look of compassion and affability that familiarized him to my imagination and at once dispelled all fears and apprehensions with which I approached him he lifted me from the ground and taking me by the hand mirza said he I have heard thee in thy soliloquies follow me—*Addison: The Spectator*.

12. A recent writer says one man had been telling a story of how he had lost 200 pounds by giving credit to a man who seemed all right and the talk had drifted to credit in general one of the group suggested that if a man stood the first two or three credits he was good to continue on such a basis but here the first man took him up and said that's wrong my customer had paid up on no less than four

orders then he came with the fifth and left me in the lurch it was the confidence trick over again did you get good references with him asked somebody yes they were all right.

13. Side-tracked by ignorance for the lack of a little more preparation would be a fitting epitaph over the grave of many a failure in every department of endeavor we find men switched off obliged to stop just this side of their laurels because they did not follow the main track of thorough preparation in their youth perhaps there is no other country in the world where so much poor work is done as in America.

14. Some boys never seem to know anything you ask them if you put to them a question that is in the least out of the ordinary you are practically sure they will say I do not know others always seem to give you the information you want their minds are alert quick receptive their knowledge definite certain their memory reliable.

15. When you ask a man to give you a position and he reads this language in your face and manner please give me a position do not kick me out fate is against me I am an unlucky dog I am disheartened I have lost confidence in myself he will only have contempt for you he will say to himself that you are not a man to begin with and he will get rid of you as soon as he can if you consider yourself a worm of the dust you must expect people to trample on you if you make a door-mat of yourself people are sure to wipe their feet on you.

16. We can learn to live nobly only by acting nobly on every occasion if you shirk the first trial of your manhood you will be so much weaker at the second and if the next occasion and the next find you unprepared you will unquestionably sink into baseness a swimmer becomes strong to stem the tide only by frequently breasting the high waves

if you practice always in shallow waters your heart may fail you in the hour of high flood.

17. Mr. Carnegie says the most valuable acquisition to his business which an employer can obtain is an exceptional young man there is no bargain so fruitful.

This is the Marshall Field & Company idea of what makes the exceptional employee:

To do the right thing at the right time in the right way to do some things better than they were ever done before to eliminate errors to know both sides of the question to be courteous to be an example to work for love of the work to anticipate requirements to develop resources to recognize no impediments to master circumstances to act from reason rather than rule to be satisfied with nothing short of perfection.

18. The basis of the English language is the Anglo-Saxon element in it of the words in the dictionary less than one-half are Anglo-Saxon but of the words in common use the proportion of derivatives from this source is large because most of the connecting words the articles the pronouns and the auxiliary verbs are of Anglo-Saxon origin.

19. Many minutes passed the old bellkeeper was alone Ah groaned the old man he has forgotten me as the word was upon his lips a merry ringing laugh broke on his ear and there among the crowd on the pavement stood the blue-eyed boy clapping his tiny hands while the breeze blew his flaxen hair all about his face and swelling his little chest he raised himself on tiptoe and shouted the single word ring.

20. To be useful the outline must have unity that is it should have a few main topics for which all preceding topics prepare and which all succeeding topics complete these main topics should bear some necessary and logical relation to one another.

TWELFTH LESSON

THE DASH

The dash is used :

1. To show a sudden break or transition in the thought :

It seems impossible to convince them that—but why discuss the matter further?

2. To mark the omission of letters or figures ; as, Mr. C—n. Pages 34—60. 1877—1914.

3. After *as*, *namely*, *that is*, etc., when the statement or enumeration thus introduced begins on the next line ; also to separate the name of an author from an extract from his writings ; as—

Religion is the best armor in the world, but the worst cloak.—*Bunyan*.

4. To set off a parenthetical expression that has not so close a connection as would be indicated by commas :

Those that hated him most heartily—and no man was hated more heartily—admitted that he was an intelligent man.

Do not use the dash indiscriminately for the purpose of concealing defective knowledge or ignorance of the rules for the use of other punctuation marks.

Make the dash of sufficient length to prevent confusion with the hyphen. In typewriting the dash is made by striking the hyphen twice.

MARKS OF PARENTHESIS

Parentheses are used :

1. When an amount expressed in words is followed by an expression of the same amount in figures ; as, twenty dollars (\$20).

2. To set off parenthetical expressions that have little or no bearing on the meaning of the sentence. These expressions are equivalent to aside remarks in spoken language :

In his recent letter (I am enclosing a copy of it) he speaks well of Miss Rose.

The student will note that there are three marks used for setting off parenthetical expressions: the comma, the dash, and the curves. The mark to be used is determined by the degree of parenthesis the writer wishes to express. In business correspondence the comma is usually sufficient. As between dashes and curves, dashes are preferable.

"A violent parenthesis goes between dashes ; a strong parenthesis between curves ; a weak parenthesis between commas :

"1. These three qualifications—accuracy, rapidity, and modesty—are essential in a good stenographer.

"2. These three qualifications (accuracy, rapidity, and modesty) are essential in a good stenographer.

"3. These three qualifications, accuracy, rapidity, and modesty, are essential in a good stenographer.

The first of these parentheses throws the qualifications into high relief. The second is strong, but so to speak confidential. The third is merely incidental."—*Lewis's Business English*.

CURVES WITH OTHER MARKS

If a sentence requires a punctuation mark to divide the parts between which a parenthesis stands, said mark should be placed after the second curve :

Pride, in some disguise or other, is the most ordinary spring of action.

Pride, in some disguise or other (often a secret to the proud man himself), is the most ordinary spring of action.

If the parenthetical part itself requires punctuation at the end, the mark belonging to the main sentence should be placed before the first curve :

Pride, in some disguise or other, (and what man is without pride?) is the most ordinary spring of action.

BRACKETS

Brackets are used to enclose matter having no connection with the text. It is usually something in the way of explanation, comment, or criticism inserted by someone other than the speaker or author quoted :

Within a few years, the commerce of the West [the speaker here named a dozen or more states] will equal that of the states on the Atlantic.

As there are no brackets on the typewriter keyboard, it is permissible in typewriting to use the curves instead.

Exercise 12

Insert commas, dashes, curves, and brackets in the following :

1. Here at Concord once the embattled farmers stood and fired the shot heard round the world. *Emerson.*

2. The comma is used to separate from the rest of the sentence words used out of their natural order ; as At the risk of offending you, I take the liberty of writing again the natural order would be, "I take the liberty of writing again at the risk of offending you"

3. Received from J. W. Wilson twenty 20 dollars on account.

4. My manual was in my pocket I always carry it ready for instant use.

5. Charm strikes the sight but merit wins the soul. *Pope.*

6. Have you ever seen but of course you never have.

7. If I were an American as I am an Englishman while a foreign troop were landed in my country I would never lay down my arms.

8. The honorable gentleman Mr. Hoar has referred to my war record here! here!

9. New England has more weather to the square inch than any other country on the globe laughtier.

10. When the predicate is a verb phrase had mounted did say shall go might have succeeded etc. the laws of inversion are satisfied if the subject follows not the entire predicate but only the first word of it. *C. Alphonso Smith: Our Language.*

GENERAL REVIEW

Punctuate :

1. To believe your own thought to believe that what is true for you in your private heart is true for all men that is genius speak your latest conviction and it shall be the universal sense for the inmost in due time becomes the outmost and our first thought is rendered back to us by the trumpets of the last judgment the highest merit we ascribe to Moses Plato and Milton is that they set at naught books and traditions and spoke not what men but what they themselves thought *Emerson Essay on Self-Reliance.*

2. I married early and was happy to find in my wife a disposition not uncongenial with my own observing my partiality for domestic pets she lost no opportunity of procuring those of the most agreeable kind we had birds goldfish a fine dog rabbits a small monkey and a cat *Poe the black cat*

3. In speaking of his intelligence the cat's my wife who at heart was not a little tinctured with superstition made frequent allusion to the ancient popular notion which regarded all black cats as witches in disguise not that she was ever serious upon this point and I mention the matter at all for no better reason than that it happened just now to be remembered.

4. When a burro party up Bear Creek Canon was proposed I threw fear and vanity to the winds and eagerly helped to make arrangements from the standpoint of that day's experience and I might remark in passing that one burro ride is the maximum human experience for I have never met anyone who cared to repeat the performance I should not advise one to count on saving shoe leather by burroing instead of tramping.

5. Mr. Mason said in his speech ladies and gentlemen

I close with the words of Holmes one flag one land one heart one hand one nation evermore.

6. Coleridge divided readers into four classes the first is like an hour-glass their reading runs in and runs out and leaves not a vestige behind the second resembles a sponge it imbibes everything the third like a jelly bag allows all that is pure to pass away and the fourth casting aside what is worthless like the diamond diggers of Africa preserve only the pure gem.

7. Let me call your attention to the three following states Maine the most northern Florida the most southern and California the most western.

8. Captain I vow your manners are worthy of a Frenchman said my Lord and yet I am given to understand you are a Scotchman a shadow crossed the captain's face I was sir he said you were exclaimed Comyn astonished and pray what are you now sir henceforth my Lord John Paul replied with vast ceremony I am an American the compatriot of the beautiful Miss Manners one thing I'll warrant captain said his Lordship that you are a wit *Winston Churchill: Richard Carvel*

9. Compare the following sentences he reads distinctly does he read distinctly read distinctly how distinctly he reads the speaker expresses his thought differently in each of these sentences in the first sentence he expresses his thought as an assertion or statement in the second as a question in the third as a command or entreaty in the fourth as an exclamation—*Our Language*.

10. The great test question can I after this proposed transaction after the carrying out of this thought of plan this projected course respect myself as much as before would doubtless save many self-abasements and check many a character wrecking scheme it is surely a question

which it would often pay to ask for self-respect is the great bed rock of real happiness.

THIRTEENTH LESSON

THE HYPHEN

SYLLABICATION

The hyphen is used to divide a word at the end of a line. This division should be made at the end of a syllable; as, re-main, remain-ing, in-cumbrance, incum-brance.

NOTE.—The division of words is determined by the pronunciation syllable rather than the etymological syllable; as, the-ology, not theo-logy; antith-esis, not anti-thesis.

2. When a consonant is doubled, the division should be made between the two double letters; as ship-ping, occur-rence, dis-mis-sing, bid-ding.

3. Carrying the final syllable *ed* to the next line should be avoided. This can usually be done, as it requires but one more space to finish the word than to use the hyphen and carry *ed* to the next line.

4. Words of one syllable should not be divided; as, timed, bored, cared, blank, bring.

5. A word should never be divided after a first syllable consisting of a single letter; as, about, above, atone, arouse, abuse, elude, evade.

Exercise 13

Divide the following words :

confident
purchase
therefore
permission
considerable
elite
colonel
necessarily
allege
reached

assurance
allowance
regretted
dissyllable
occasion
awake
grammar
satisfactorily
believe
famed

adopt
children
mailed
parallel
adept
emission
stenographer
satisfactory
believed
shipped

COMPOUND WORDS

There is still great lack of uniformity in the manner of writing compound words. The modern tendency is to use fewer hyphens. A good unabridged dictionary should be consulted in doubtful cases.

As a general rule, words are written separate when they are used in regular grammatical relation. A difference in meaning is shown by the use of the hyphen. Compare the following sentences :

- | | |
|---|--|
| 1. That is evidently a poor farm. | 1. The widow Simpson has been sent to the poor-farm. |
| 2. The red coat is hanging on the wall. | 2. The red-coat hirelings began to run. |
| 3. People who live in glass houses should never throw stones. | 3. Many of the glass-houses have been compelled to close since the beginning of the great war. |
| 4. Judge Harvey has issued a restraining order in this case. | 4. I found farmer Brown re-straining the milk. |

The following rules represent general usage :

1. **Ex** and **vice** denoting a title should be followed by a hyphen ; as, ex-mayor, vice-president.
2. **Step** and **great** denoting relationship should be followed by a hyphen ; as, step-son, great-uncle.
3. **Rate** and **hand** joined to a number should be preceded by a hyphen ; as, first-rate, second-hand.
4. The parts of compound adjectives, also compound numerals, should be separated by hyphens. (See Exercise 16.)

Exercise 14

Be prepared to spell the following words :

all right	already	anybody
anyhow	any one	anything
anywhere	bank-book	bank-note
blue-print	bondholder	box car
clearing-house	copy-book	cross-section
custom-house	everybody	every-day
every one	everything	everywhere
expressman	facsimile	headquarters
hereinafter	hereupon	herewith
hitherto	ink-bottle	juryman
lawsuit	letter-head	life-insurance
life-interest	lumber-car	mail-box
money-broker	nobody	one's self
outgoing	overbid	overcharge
over-confident	overpay	over-produce
over-production	over-purchase	overwork
parcel-post	pasteboard	pig iron
postage-stamp	postal card	post-card
postman	postmaster	price-list
quarter-section	quitclaim	shirtwaist
show-card	sidewalk	soda-biscuit
somebody	somehow	something
sometimes	stockman	stock-market
stock-room	stock-taking	therefor
therefore	thereto	thereupon
therewith	timekeeper	time-table
traffic-manager	typewritten	typewriter
underbid	undercharge	underestimate
upbuild	vice-president	water-mark (noun)
whereabouts	whereas	watermark (verb)
wherefore	whereof	workshop

LETTER WRITING

Perhaps ninety percent of the world's business is done by correspondence. This fact alone justifies the statement that a knowledge of letter writing is not only desirable, but absolutely essential to those who would attain the highest degree of success in a business career. Such a knowledge fits one for the more responsible positions, and the richest rewards come to those having the greatest capacity for assuming responsibility.

To be a competent correspondent one must have a good English education, a good general knowledge of the everyday affairs of life, a thorough knowledge of the subject-matter of the letters he has to write. Not one of these is a "natural gift" with which people are born. All of them can be acquired by the student who does not already possess them. It is true that after pursuing the same course of study, no two students of a class will possess the same degree of ability; but the fact remains that anyone of ordinary intelligence *can* become at least a passably good correspondent. There is one feature of letter writing upon which all can become thoroughly proficient. That is the mechanical arrangement, the proper form of the letter. It is this that carries the first impression to the recipient of your letter.

FIRST LESSON

The Paper

The size of the paper most widely used for business letters is about $8\frac{1}{2}$ by 11 inches. The quality and color vary, but good taste seems to call for white unruled, with a surface sufficiently smooth to prevent ink from blurring.

It is customary among business men to use printed stationery containing all the information called for in the heading of a letter, except the date.

These printed sheets are called letter-heads. If a letter contains more than one sheet, plain paper, usually called second sheets, is used for the second and subsequent sheets.

Only one side of the sheet is used.

Parts of a Letter

There are six parts of a letter : The heading, the address, the salutation, the body, the complimentary close, the signature.

The Heading

The heading of a letter contains the address of the writer and the date when the letter is written. It is placed on the upper right-hand part of the first page. It should be placed so as to extend approximately to the right-hand margin of the letter.

The heading may occupy one, two, or three lines, the choice being decided by length and appearance.

The date, containing the month, the day of the month,

and the year, is always on the last line. Th, st, d, are not used in the heading after the day of the month. Write Aug. 30, 1914. The year should be written in full, 1914, rather than '14, or, /14.

The different parts of the heading should be written so as to bring the most local or smallest division first, then the next larger, and so on, making the state the last item before the date. For instance, a postoffice box number, the name of a building, or a street and number should come before the city; the city, before the county; the county, before the state.

The different parts or divisions of the heading are separated from one another by commas. There is no punctuation mark between the month and the day. Not May, 30, but May 30, 1914.

A period is used after every abbreviation. When any abbreviation comes at the end of a part it is, of course, followed by a period and a comma; as, Wheeling, W. Va., Aug. 30, 1914. Names of cities should never be abbreviated.

The months May, June, and July are spelled out. The other months are abbreviated as follows: Jan., Feb., Mar., Apr., Aug., Sep. or Sept., Oct., Nov., Dec.

With the exception of "the" and "of" in such names as, Office of the President, every word in the heading is capitalized.

Study the following models before preparing the exercise:

One-Line Headings

Scranton, Pa., Aug. 30, 1914.

Metz, W. Va., May 1, 1914.

Two-Line Headings

813 Main St.,
Scranton, Pa., Aug. 30, 1914.

Elliott School,
Wheeling, W. Va., June 1, 1914.

Three-Line Headings

Room 121 McLure Hotel,
1202 Market St.,
Chicago, Ill., May 1, 1914.

Office of Portland Gas Co.,
1413 Chapline St.,
Portland, Ore., April 1, 1914.

Buffalo City Hospital,
Buffalo, N. Y.,
June 15, 1914.

Exercise

Arrange the following facts properly in headings. Use a separate sheet for each. After your work has been examined, copy any that are incorrect, and keep these sheets for use in the next lesson :

1. pittsburgh July 1 1914 315 smithfield street pennsylvania.
2. westminster street bannigan building may 24 rhode island providence

3. wheeling west virginia september 1 1914 1123 hawley building
4. charleston west virginia citizens national bank july 15 1914
5. may 2 1914 cumberland maryland
6. boston massachusetts january 4 1914 46 colby avenue
7. december 3 1914 california san francisco palace hotel room 346
8. london england may 3 1914 number 29 strand
9. 1907 september 4 michigan battle creek post sanitarium
10. Your home address, dated today.

SECOND LESSON

The Address

The address is made up of two parts : The name and title, and the postoffice address of the person to whom the letter is to be sent.

Titles

It is sometimes argued that the time required to write titles should be saved ; nevertheless, courtesy demands that some title be used with every name, and it is the author's opinion, based upon observation, that the majority of business houses use them.

The common titles of courtesy preceding a name are : Miss, Mr., Mrs., Messrs., Dr., Honorable, Reverend, Professor.

Miss is considered as a complete word and is not followed by a period. It is the title of an unmarried woman.

Mrs. is an abbreviation of Mistress. It is the title of a married woman ; as, Mrs. John N. Lane.

A widow, by custom, assumes her own name ; as, Mrs. Mary A. Lane. Legally her name remains unchanged.

Messrs. is the abbreviation for the French Messieurs, meaning gentlemen. It is used as the plural of Mr. It is used only as a title, never as a salutation. It should not be used when "the" may be placed before the name. Messrs. A. B. Shuck and Company, but, (The) A. B. Shuck Realty Company.

Esq. is the abbreviation for Esquire. It is placed after a name and separated from it by a comma. Usage has made it almost synonymous with Mr., but good authority reserves it for those engaged in legal or administrative work. Mr. and Esq. should never be used at the same time. Write either John B. Wilson, Esq., or, Mr. John B. Wilson.

Mmes. is the abbreviation for Mesdames. The title of a firm the members of which are women ; as, Mmes. Williams and Sherman.

Reverend is the title of a clergyman. It should not be abbreviated, and it should be preceded by "the." The best form is, The Reverend William Lane. If you do not know the clergyman's first name, write it, The Reverend Mr. Lane. Don't write Rev. Lane, or, The Reverend Lane.

Honorable is a title applied to men who hold or have held important positions in the state, national, or city government ; as, governors, legislators, senators, congressmen, mayors, etc.

Professor is the title of those who hold professorships in colleges or universities.

NOTE. The following list of abbreviations of titles commonly used after names in addresses should be dictated by the teacher :

LL. D.	Doctor of Laws
LL. B.	Bachelor of Laws
M. A.	Master of Arts
M. S.	Master of Science
B. S.	Bachelor of Science
B. A.	Bachelor of Arts
D. D. S.	Doctor of Dental Surgery
D. D.	Doctor of Divinity
C. E.	Civil Engineer
M. C.	Member of Congress
Dist. Atty.	District Attorney
D. Litt.	Doctor of Literature
D. V. S.	Veterinary Surgeon
M. D.	Doctor of Medicine
LL. M.	Master of Laws

Arrangement of Address

The address usually is written on two lines, but may occupy as many as good taste directs. The first line contains the name and title. It should begin at the left-hand margin, about three-quarters of an inch from the edge of the paper. Precise direction can not be given for placing the second line. Ordinarily, it should begin far enough to the right of the beginning of the first line to bring the middle of the second line under the close of the first line. However, when either line is of unusual length this should be varied so as to give the address a balanced and artistic appearance.

Carefully observe the following addresses before preparing the exercise :

Mr. William Clemens,
San Francisco, Cal.

Mr. L. E. Smith, Secretary,
Star Manufacturing Co.,
Cincinnati, Ohio.

C. F. Metz, Esq.,
Dill, W. Va.

John F. Ashton, Esq.,
State Tax Commissioner,
Albany, N. Y.

Miss Agnes Gough,
1463 Market St.,
St. Louis, Mo.

The International Book Co.,
Boston, Mass.

Titles of Address and Salutations

In addressing communications to departments of the Government, address the office rather than the individual :

THE PRESIDENT : To the President, Washington, D. C., Sir : or, Mr. President : The President is the only official whose name may be omitted in the address.

THE VICE-PRESIDENT : To the Hon. Thomas R. Marshall, Vice-President of the United States, Washington, D. C., Sir :

A CABINET OFFICER : To the Hon. William Jennings Bryan, Secretary of State, Washington, D. C., Sir :

A UNITED STATES SENATOR : Hon. John W. Daniel, U. S. Senate, Washington, D. C., Senator : (My dear Senator: if the writer is an acquaintance.)

A JUSTICE OF THE SUPREME COURT: Mr. Chief Justice White: United States Supreme Court, Washington, D. C., Sir :

A CONGRESSMAN: Hon. Robert B. Macon, House of Representatives, Washington, D. C., Sir :

A GOVERNOR: To His Excellency H. D. Hatfield, Governor of West Virginia, Charleston, W. Va., Sir : or, Governor :

Army and Navy

A GENERAL: Maj. Gen. J. Franklin Bell, Fort Meyer, Va., General :

A MINOR COMMISSIONED OFFICER: Maj. John T. Knight, The War Department, Washington, D. C., Major :

(Give the rank in the salutation to any officer of the army or the navy above the rank of lieutenant ; Sir: is the proper salutation for a lieutenant or noncommissioned officer.)

A REAR ADMIRAL: Admiral George Dewey, Navy Department, Washington, D. C., Rear Admiral :

A COMMANDER: Commander Henry B. Wilson, Bureau of Navigation, Washington, D. C., Commander :

Clergy—Protestant

A BISHOP (other than a Methodist): To the Right Reverend S. W. Funsten, Bishop of Idaho, Boise, Idaho, Right Reverend Sir :

A METHODIST BISHOP, A CLERGYMAN, OR RECTOR: Reverend Pembroke W. Reed, Rector of Trinity Episcopal Church, Buffalo, N. Y., Reverend Sir : or, Reverend and Dear Sir :

Clergy—Roman Catholic

A CARDINAL BISHOP : To His Eminence, Cardinal Gibbons, The Cathedral, 408 N. Charles St., Baltimore, Md., Most Eminent and Reverend Sir :

AN ARCHBISHOP : Most Reverend James Edward Quigley, Archbishop of Chicago, Chicago, Illinois, Most Reverend Sir :

A BISHOP : Right Reverend Edward O'Dea, Seattle, Washington, Right Reverend Sir :

A FEMALE SUPERIOR OF ORDER : Reverend Mother Gervase, 1708 Summer St., Philadelphia, Pa., Reverend Madam : or, Reverend Mother :

A FEMALE MEMBER OF A RELIGIOUS ORDER : Sister M. Jeanette, Dominican Convent, Jersey City, N. J., Reverend Sister :

PRIEST : Reverend G. W. Corrigan, M. R., St. Joseph's Church, Newark, N. J., Reverend Sir :

Exercise

On the sheets prepared in Lesson One, properly arrange the following facts as addresses :

1. 29 beacon street boston ginn and company mass
2. the national cloak and suit company new york 204 west 24th street
3. mary m pritchard new london new hampshire
4. 66 meeting st providence rhode island george nichols esquire
5. h. f. smithkins superintendent of schools denver colorado
6. thomas pearce 614 main street lonaconing maryland

7. a h smith director general electric company schenectady new york

8. george t white (clergyman) 412 high street columbus ohio

9. andrew jacsobs (state senator) charleston west virginia

10. Your state governor.

11. A United States senator.

12. A congressman.

THIRD LESSON

The Salutation

The salutation is placed below the address, and is begun at the left-hand margin of the letter.

Edward E. Brooks, Esq.,

Minneapolis, Minn.

Dear Sir :

The following are the forms of salutation used in business letters : Dear Sir : Gentlemen : Dear Madam : Ladies : My dear Sir : Sir : Dear Sirs :

Gentlemen : is preferable to Dear Sirs :

Sir : is more formal than Dear Sir : and My dear Sir : indicates a greater degree of intimacy than either. This, of course, applies also to Madam : Dear Madam : and My dear Madam : Dear Madam : is the proper salutation for a woman, married or unmarried.

Ladies : is used in addressing a firm composed of women. Mesdames : is also permissible.

Messrs. is never used as a salutation.

The choice of salutation is governed by relations existing

between the writer and the person addressed. The forms given above are conventional, and convey no personal regard. Where personal friendship exists, usage sanctions Dear Mr. Jones : or, Dear Jones : Before employing such forms, however, a writer should feel assured that his acquaintanceship justifies their use.

The first word and all nouns in a salutation should be capitalized ; as, Dear Sir : My dear Sir : Dear Brother : My dear Friend :

The colon is the mark most widely used after the salutation of a business letter :

Mr. W. C. Stonebraker,
San Francisco, Cal.
Dear Sir :

Mmes. Atkins & Hartley,
Indianapolis, Ind.
Ladies :

Messrs. A. L. Brand & Co.,
Cleveland, Ohio.
Gentlemen :

Social Form

In social and official correspondence the name and address of the person written to are placed at the end of the letter. This form is more suitable also for letters written by professional and business men, where the relations existing between them are sufficiently intimate to justify the use of the name in the salutation :

Dear Mr. Bacon :

I have just completed the manuscript, and in accordance with your suggestion, I will come to Cincinnati next Saturday to go over it with the printer. Kindly make an appointment for me.

Very truly yours,
John L. Green.

Mr. J. B. Bacon,
222 Main St., Chicago.

Exercise

Supply proper salutations for the addresses in Second Lesson, also for the following :

1. A business man who is an intimate friend.
2. An unmarried lady with whom you are unacquainted.
3. A millinery firm the members of which are ladies.
4. A department store.

FOURTH LESSON

The Body

The body of the letter, the communication itself, immediately follows the salutation.

Usage is not altogether uniform as to where the first line should begin. The practice in widest use, however, is to begin it on the line below the salutation.

As to the indention of the first line, the following three forms have the widest use :

1. Begin the first line about one inch from the left-hand

margin of the letter, on the line below the salutation, and indent succeeding paragraphs to correspond :

Gentlemen :

We are in receipt of yours of the 15th inst., relative to, etc.

Will you be in the market this year for Kansas coals?

2. Begin the first line on the first line below and approximately under the punctuation of the salutation, and indent succeeding paragraphs to correspond :

Gentlemen :

We are in receipt of yours, etc.

Will you be in the, etc.

3. Begin the first line as in 2, but indent succeeding paragraphs about one inch, as in 1, without reference to the indentation of the first line :

Gentlemen :

We are in receipt of yours of the 15th inst., etc.

Will you be in the market this year, etc.

Of these three forms the first is used most widely. It is the one used in the model letters in this book and recommended by the author.

Still another form that is being used by many business houses at this time, is to begin the first line and all succeeding paragraphs as well as the name, address, and the complimentary close, at the left-hand margin:

Mr. James Brown,

Dallas, Texas.

Dear Sir:

Yours of the 2d at hand. We will name you the nut coal at \$3.25 and the lump at \$3.50.

Hoping to receive your order, we are,

Yours truly,

Margins and Spacing

The left-hand margin of a letter should be straight. The right-hand margin can not be made exactly straight without waste of time; but the exercise of a little care and good judgment in dividing words at the end of a line will prevent the page from having a ragged appearance.

In pen-written letters the left-hand margin should ordinarily be about one-half inch; the right-hand margin about a quarter of an inch. In typewritten letters, the right-hand margin should be about the same as the left-hand.

When the letter is very short the margins should be increased and the letter placed far enough from the top of the page to allow it to occupy the middle of the page.

In typewriting, a letter of average length, from one hundred to one hundred and fifty words, may be written on a page, using double spacing, and setting marginal stops so as to make the lines fifty spaces in length. In letters of from two hundred to three hundred words, the same length of line may be used; but single spacing, with double spacing between paragraphs, should be used if it is desired to get the letter on one page. After a little practice a stenographer should be able to estimate very closely from the space occupied by his notes the number of words in a letter, and to locate it on a page so as to have an artistic and balanced appearance.

When a letter is more than one page in length, the initials of the person addressed, together with the page number, should be placed about one inch from the top of the second sheet and beginning at the left-hand margin; as,

Mr. H. L. J. No. 2

Unless the first line on the second page begins a new paragraph, it should begin at the left-hand margin.

Carrying a single line to a second page should be avoided.

Paragraphing

The general rule for paragraphing is to have each separate idea or subject occupy a separate paragraph. For instance, the president of a school may discuss in a letter to a prospective student : The courses of study offered, the equipment of the school, the demand for graduates, the amount it will cost the student to pursue a course in the school. How many paragraphs would be required?

It sometimes happens, though, that a letter of a page or more is about a single subject. In this case, what would, according to the rule given above, be one long paragraph should be divided into two or more. One can usually, without much difficulty, find the logical point at which to make this division. This division of the long paragraph improves the appearance of the page, and makes it more inviting to the eye of the recipient of the letter. Consideration for the reader is important, particularly in a sales letter.

In some large business houses separate paragraphs are placed on separate sheets.

Abbreviations

Such abbreviations as acct., amt., should not be written in the body of a letter. The name of a state should not be abbreviated except when used as part of an address : He lives in Charleston, S. C. ; but, He lives in South Carolina. Cities should never be abbreviated. Company should not be abbreviated when standing alone. Do not write : We are indebted to this Co., etc. Spell it out. Brown & Co. or Brown and Company is correct. The sign for and may be used before Co., but and should be spelled out before Company.

When in doubt as to the propriety of an abbreviation, spell it out.

Complimentary Closing

The conventional forms of complimentary close used in business letters are : Yours truly, Yours very truly, Very truly yours, Truly yours.

The forms, Yours sincerely, Yours very sincerely, Yours most sincerely, are commonly used in social correspondence. They are also used in business letters when a personal friendship exists between the correspondents.

Respectfully, Yours respectfully, Yours very respectfully, are used when special respect is intended or when writing to a high official.

As in the case of the salutation, the choice of complimentary close should be governed by the relations between the writer and the person addressed. It should conform in formality with the salutation. The governor of a state should be addressed as Sir. The appropriate complimentary close would be, Respectfully.

The complimentary close is followed by a comma. The first word only should begin with a capital letter.

It is so placed on the page that the signature may extend to the right-hand margin ; as,

Very truly yours,
Samuel Johnson.

Exercise

Write appropriate complimentary closes for the following salutations :

1. Dear Sir :
2. Sir :

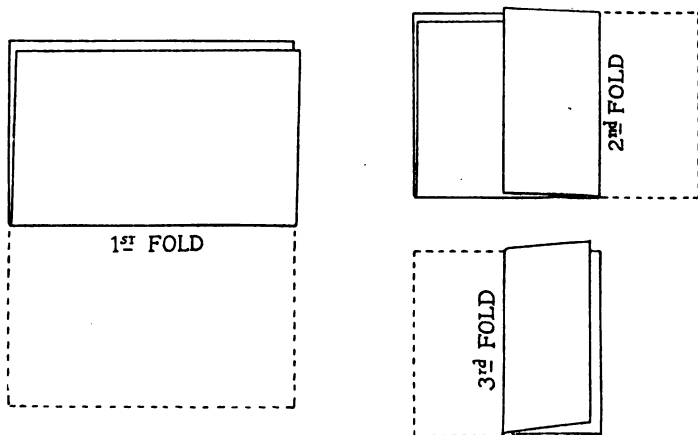
3. My dear Friend :
4. Dear Mother :
5. Ladies :
6. Dear Mr. Brown :

Folding

A business letter is usually written on a sheet $8 \times 10\frac{1}{2}$ or $8\frac{1}{2} \times 11$ inches. It should be folded to suit the appropriate envelope and so that it may be most readily unfolded by the reader.

Following are directions for folding for the envelope most commonly used, known as No. $6\frac{1}{2}$ (Government No. 5).

1. Place the sheet flat on the desk, face up, bottom toward you.
2. Fold from the bottom toward the top, bringing the lower edge to within one-half of an inch of the top.
3. Fold from right to left a little more than one-third of the width of the sheet.
4. Fold from left to right the remaining portion.



Exercise

Copy the following letter in proper form, and fold. See model letter on page 231:

m clure hotel wheeling west virginia september 7 1914
mr john armstrong 2315 capitol street charleston west virginia
dear sir we received your telegram this morning asking us to see mr scudder and have him order the city of providence to take out the balance of the ash etc at the mill we did our best to do this but without avail the only promise that we could get from the boat people here was that they would take it as soon as possible and that it was probable they would get it out within a week more than this we could not get them to promise you will have to look out for a boat yourself down there and whenever one comes up lightly loaded you may be able to get them to take it otherwise we fear it will drag along longer than a week yours very truly
j l dixon

FIFTH LESSON

The Envelope

The direction on the envelope is arranged like the address of the letter. It contains the same items, and anything else that will further insure correct delivery. The middle of the first line should be a little below the center of the envelope.

In the lower left-hand corner may be placed such directions as Personal, Please forward, c/o Ajax Co.

The writer's name and address should be placed in the upper left-hand corner of the envelope. This insures the return of the letter in case of nondelivery.

J. L. Arn,
Columbus, O.

Mr. A. L. Zimmerman,
309 W. Third St.,
Cincinnati,
Ohio.

Please forward.

Exercise

Write the following addresses on No. 6½ envelopes :

1. Mr. L. D. Mason, Charleston, S. C.
2. A. L. Brown, Esq., Baltimore, Md.
3. Messrs. Boyd & Co., 222 Main St., Omaha, Neb.
4. Mr. D. C. Taylor, c/o University Publishing Co.,
309 W. Third St., Denver, Colo.
5. Mr. John Findlay, Consumers' Coal Co., Pittsburgh,
Pa., Please forward.
6. Mr. Thomas Bain, Woodsfield, Minn., R. D. No. 2.

SIXTH LESSON

Composition of the Business Letter

The term "Business English" seems to be very much misunderstood. Specialists in English have often asked, sometimes seriously, sometimes derisively, "What is Business English?" Others have assumed a more pedantic attitude and flatly declared that there is no such thing as "Business English"—that English is English.

The fact remains, however, that there is a difference between business composition and literary composition. There are four qualities of style: Correctness, clearness, force, and beauty. Correctness and clearness are, of course, necessary in all composition, and the quality of force is particularly desirable in business composition. Fine passages and musical phrases, however, are few in business writing. Of the four qualities of style, the least is made of beauty. Beauty, from the business writer's viewpoint, is the effective union of correctness, clearness, and force; and these qualities should be earnestly striven for by those who would become good letter writers.

Letters of Application

All that has been said respecting quality, color, and size of paper and envelopes, the mechanical arrangement, etc., should receive the most careful attention in a letter of application.

As to composition, you should write frankly and clearly. Avoid negative statements. Say nothing that would in the least suggest doubt or uncertainty as to your ability to do

the work you are asking for. Do this, however, without boasting, which would be at least as damaging to your chances for favorable consideration as self-depreciation.

State fully your preparation for doing the work. This includes the school or schools you have attended and the courses taken that have a bearing on the work you are asking for.

Give your age. State whether you are married or single, unless you are so young as to be obviously single.

If you have had experience, give it in full. If you have none, and you have not been asked to speak of experience, say nothing about it. Instead, speak as strongly as you can about what you can do. If your letter creates a favorable impression, you will probably be asked about your experience. This will give you an opportunity to write another letter, frankly stating the facts, but at the same time expressing your confidence that, in view of your thorough preparation, you can render satisfactory service, and asking for a trial. This method of procedure will give you a chance to be favorably considered, whereas the unnecessary mention of your nonexperience in your first letter may bar you from any consideration whatever.

References should always be given. It is well to give a former associate or employer as reference, and to give your reason for leaving your present position. Do not give a person as a reference, however, until you have secured his permission. Always give full names and addresses of your references. It is obvious that your references should be persons who know you and can speak of your ability and character.

If you have letters of recommendation, enclose copies.

If your letter is in answer to an advertisement and you are asked to name salary you expect, say it in plain figures. In doing this, consider your ability and experience and the

salary usually paid for such service as you are seeking to render. If you have not been asked to name a salary, the matter may well be left for discussion in a subsequent letter or in a personal interview. The important thing to be accomplished through a letter of application is favorable consideration.

Study the following letters of application :

148 18th Street,
St. Paul, Minn.,
Sept. 15, 1914.

BZ News,
Milwaukee, Wis.

Dear Sir :

In answer to your advertisement in today's News, I am a graduate of the High School and also of Blank Business School, of this city.

In addition to the course usually given in bookkeeping and stenography, I have had a very thorough course in office practice, in which the conditions of modern business are duplicated as nearly as possible. I can file letters, find letters already filed, use the mimeograph and other duplicating devices. I know the nature of, and can make out, bills and statements, drafts, checks, receipts, invoices, telegrams, cablegrams, pay rolls, etc.

I refer you, by permission, to Mr. Strong, of the Blank Business School, who can give you information as to my character and ability.

I should be glad to call at your office at your convenience.

Yours very truly,

Detroit, Mich.,
September 15, 1914.

Union Publishing Co.,
Columbus, Ohio.

Gentlemen :

I am a bookkeeper and general office man. I am employed at the present time, but wish to secure a position with better opportunities for development and advancement. I therefore ask to be considered an applicant for any vacancy in your office at present, or that may occur in the future.

I have a general knowledge of the publishing business, having been employed for five years by The Acme Publishing Co., Nashville, Tenn., as bookkeeper and assistant general manager. I refer you by permission to the president of that company, Mr. H. L. Swisher. In addition to this I have had about ten years' experience in general office work.

I am thirty-five years of age and married.

I will appreciate the favor of a reply and an interview.

Yours very truly,

Exercise

Using your own address as heading, answer the following advertisements :

1. Wanted—Office assistant, quick at figures, who writes a good hand, operates a typewriter. Address J. W. Register.
2. Wanted—Bookkeeper and Stenographer. State age, experience, and salary expected. O. K. Telegraph.
3. Wanted—Stenographer. Must be rapid shorthand

writer and machine operator, well educated, and understand commercial papers. M. C. Enquirer.

4. Write to the Keema Manufacturing Company, Geary, Ind., applying for a position as stenographer. You do not know that this company is in need of a stenographer, but you wish to have your application filed for the first vacancy.

5. Write an advertisement for a position as bookkeeper or stenographer, stating briefly your age, qualifications, experience, and salary expected.

SEVENTH LESSON

Letters of Recommendation

There are two kinds of letters of recommendation—personal and general.

A personal letter of recommendation is addressed to some person or firm to whom the writer is commending a candidate for a position. It may be written either at the request of the candidate or in answer to an inquiry from the applicant's prospective employer. This is the most satisfactory kind of letter, as it does not go through the applicant's hands and may be supposed to tell the truth, even though all the statements are not in his favor. This method of getting information involves considerable time, and it is therefore customary to have a general letter of recommendation. Such a letter is generally addressed, To whom it may concern. Yours respectfully, or, Respectfully submitted is a suitable complimentary close.

A letter of recommendation should be definite. It should state clearly who the person recommended is, and what he can do. A single vague expression is liable to create an

unfavorable impression. On the other hand, it should not be overdone. Truly many letters of recommendation have been written that were too good to be true.

In making application for a position, copies of letters of recommendation are enclosed. These should be marked "Copy" at the top or the bottom of the page.

The following is a general letter of recommendation :

To Whom it may Concern :

This is to certify that A. D. Sharon, Principal of the Business Practice Department of Blackmore Institute is a graduate of the Commercial Department of this school. He was also a graduate of the Spencer Academy when he entered the Blackmore Institute.

Mr. Sharon has been an instructor in the Blackmore Institute for seven years. He has also had three years' experience in a district school and two years' experience as principal of a state graded school of Wisconsin.

Mr. Sharon is a man of exemplary habits and character. His influence over students is inspiring and uplifting. He has proven himself a very efficient commercial instructor in the Blackmore Institute. He is looking for another position, not because the Blackmore Institute would not like to retain him, but in order that he may carry out some of his ideals that he feels he can not carry out here.

Mr. Sharon is an excellent disciplinarian, very firm. He is always anxious to help his students. In fact, he works too hard for them. But this is not a fault. Every employer would rejoice in having an instructor of this type. Mr. Sharon is worthy of a most excellent position. He will do whatever he promises to do. The employer that secures his services is to be congratulated.

Very respectfully,

The following is a personal letter of recommendation :

Dear Sir :

It gives me pleasure to say in reply to your inquiry in regard to Miss Blanche Dutton, that she was in my employ as stenographer more than a year and during that time rendered entirely satisfactory service. Radical changes in my business made it necessary for me to dispense with Miss Dutton's services, much to my regret.

Let me assure you that she is not an ordinary machine stenographer, but a young lady of initiative and capacity for assuming responsibility. If you decide to employ her, you will never regret it ; in fact, you are to be congratulated.

Very truly yours,

Exercise

1. Write a general letter of recommendation for a school-mate who wishes to secure a position as a bookkeeper. Let your letter state that he is thoroughly qualified, and that your acquaintance justifies your speaking in the highest terms regarding his character.

2. Write a letter to Mr. A. N. Bruce, Westernport, Md., who has written you inquiring as to the fitness of Joseph Blackburn to fill a position as shipping clerk. You know Mr. Blackburn to be a good, honest, industrious young man, but you feel that his training and experience have not been such as to enable him to fill this position.

3. Miss Jennie Herman has asked you to write in her behalf to Mr. John H. Leonard, to whom she is applying for a position as stenographer. You have been associated with Miss Herman in business and are confident she is competent to fill the position.

EIGHTH LESSON

Letters of Introduction

A letter of introduction is used to introduce two of your acquaintances to each other. It carries business and social obligations, and should not therefore be asked for or given carelessly. It should be short, simply stating the reason for the introduction. It is left unsealed and given to the person introduced. The words "Introducing Mr." are written in the lower left-hand corner of the envelope.

The following is an example of a letter of introduction :

Cumberland, Md., Sept. 17, 1914.

Mr. A. L. Caskey,
Guthrie, Okla.

Dear Mr. Caskey :

This will introduce to you my young friend, Mr. Frank Reefer, who wishes to secure a position and make his future home in your city. Mr. Reefer is a young man of excellent character and is an expert stenographer.

Any assistance you may feel inclined to give Mr. Reefer will be highly appreciated by him, and will be considered a personal favor to,

Yours very truly,
J. R. Mathews.

Exercise

1. Write a letter introducing a fellow student who has just completed his course and is desirous of securing a position, to some business man whom you know.
2. Write a letter introducing a friend who is changing his place of residence on account of ill health.

NINTH LESSON

Letters of Inquiry and Reply

A letter of inquiry should be definite. State clearly just what you want to know, omitting no details that will assist your correspondent in giving a satisfactory reply.

A reply should be written with the same regard for detail and clearness :

Wichita, Kan.,
Sept. 17, 1914.

Mr. W. B. Endicott, Pres.,
Endicott Business School,
Chicago, Ill.

Dear Sir :

I am a public school teacher of five years' experience. I am considering abandoning this work at the close of this year and preparing myself for teaching commercial branches or doing office work. Which field would offer greater opportunities? Is there any work that I could do between now and the close of my school? About how long does it require to complete the full course? What is the estimated cost?

Yours very truly,
Miss Winifred French.

(Supply heading and date.)

Miss Winifred French,
Garden City, Kan.

Dear Madam :

Both commercial teaching and office work offer splendid opportunities for persons of your education and experience. Your choice should be determined by your preference of

work. If you are a successful teacher, it would seem to us the logical step for you to specialize in commercial branches.

We offer thorough correspondence courses in most of the subjects taught in our school. It would be well for you to take up one of these, thus reducing the time and expense of attending school.

A person of your education should be able to complete our course in from twelve to fifteen months.

We are mailing you a catalog in which you will find tuition rates, cost of boarding, etc.

We shall be pleased to furnish any further information desired, and hope to have the pleasure of enrolling you.

Yours very truly,

W. B. Endicott.

Exercise

A friend has written you inquiring about the school you are attending. Write him telling when the next term begins. Tell him something about the school—what hours in session, general policy and regulations, the location and equipment, your daily work, how the classes are arranged, promotion and graduation requirements, and anything else you think you would like to know if you were contemplating attending a school.

TENTH LESSON

Letters Ordering Goods

A letter ordering goods contains very few words except the order and any special instructions regarding it. The order may be written in the body of the letter or on a sep-

arate sheet. In ordering goods, state distinctly just what is wanted, giving size, color, quality, etc. If you are ordering from a catalog, give the catalog numbers. Tell how the goods are to be shipped, whether by freight, express or parcel post. Place each item on a separate line, beginning at the regular paragraph point.

If remittance is made with the order, state in the letter the exact amount, the form in which it is sent—check, draft, or money order.

The word "Enc." should appear at the lower left-hand corner of your letter. Drafts, checks, etc., are folded with the letter. It is well to take the further precaution of pinning them to the letter. Enclosed stamps should not be stuck to the letter. Wrap them in oiled paper :

(Assume heading and date.)

Gentlemen :

Please send me by parcel post :

1 pr. Steel Pliers No. 6K9101	\$0.09
1 Minnow Net No. 6K9103	.68
1 Trout Basket No. 6K9036	.95
1 Keystone Fish Stringer No. 9091	.11

I enclose P. O. Money Order for \$1.90 to cover purchase and postage.

Yours truly,
John Harmon.

Exercise

1. Order from Montgomery Ward & Co., Chicago, 1 Columbian Wrench No. 19K2241 ; 2 sets Harris Puncture Plug No. 19K2266, 36c ; 1 New Departure Cyclometer No. 19K2221, 65c. To be shipped by express. Remit by express money order.

2. Write to a stationery store ordering copies of four different books. Ask them to send bill for the amount.
3. Order a list of groceries of six items from a wholesale house for your store in a small town.

ELEVENTH LESSON

Collection Letters

The writing of a letter requesting payment calls for the use of tact and judgment. A discourteous reminder of debt may serve only to defer payment indefinitely. A blunt, threatening letter, such as is sometimes sent out by short-sighted collection agencies, may get the money, but it will also cause the loss of the customer. It is a matter of good policy for a business man to adopt that method that will most likely not only bring the money, but also retain the good will and patronage of the debtor.

The first letter should be a courteous reminder, assuming that the failure to pay is an oversight :

Dear Sir :

The enclosed statement of your account will show that a balance of \$92 is slightly overdue. Not having heard from you to the contrary, we assume the goods were satisfactory in every way, and that the bill rendered on the first of the month, no doubt, was overlooked by you.

Yours truly,

The second letter may be made a little more emphatic :

Dear Sir :

We regret having to write you again in regard to your overdue account of \$92, about which we wrote you two weeks ago.

This is an important matter with us, and we shall appreciate it very much if you give it your immediate attention.

Yours very truly,

The degree of firmness to be used in subsequent letters depends upon so many things that it is difficult to give advice. It may be that the debtor's slowness is not caused by either lack of funds or dishonesty. It may be due to negligence. Of course, this is inexcusable; but if the creditor knows the account is good, that he will get his money finally, and can afford to carry it on his books for a considerable length of time, he will not resort to methods that will result in the loss of the trade.

Ordinarily, however, the desirability of the customer decreases as the term of his delinquency increases. In this case the third letter is written in a rather firm tone :

Dear Sir :

We are still without a reply to our letter or a check covering your account of \$92.

You know that our terms are strictly 30 days net, and it is altogether unreasonable for you to let this account run so long. We have written you under dates of August 10 and August 20. We must now ask that you kindly give this matter attention and see that check comes forward promptly.

Yours truly,

If the third letter fails, the fourth would probably be something like this :

Dear Sir :

We are greatly disappointed that you have failed to respond to our request of September 4 for a remittance to cover your account of \$92, as per September first statement.

It is essential that we make this collection promptly. We are, therefore, forced to state that if your remittance does not reach us not later than Tuesday, September 22, we shall be obliged to make sight draft.

We prefer to have you remit.

Yours truly,

If you have finally to place the account in the hands of a lawyer or a collection agency, you would probably write :

Dear Sir :

Much to our regret, we have been forced to place your account of \$92 in the hands of our attorney, Mr. J. L. Holmes, 635 Hawley Building, Providence, R. I. You will hear from him at once

Yours truly,

It is not out of place to say a word here to the customer. In a great majority of cases you can tell beforehand when you are not going to be able to meet your obligations. As soon as you know this, you should ask for an extension of time. In making this request state the reason for having to ask the favor, and tell about when you will be able to pay :

Dear Sir :

I regret being compelled to ask an extension of time on my account with you which becomes due on October first.

The plant in which I am employed, the Homewood Tool Works, has been compelled to close down for two or three weeks on account of business depression brought on by the European War. I am assured that they will resume about the first of the month, in which case I shall be able to pay you by October 15.

Hoping you can see your way clear to grant this extension, I am,

Yours very truly,

Exercise

1. Write to your customer, E. R. Grant, Hartford, Conn., calling attention to his failure to pay his account of \$25, due ten days ago. Mr. Grant is a good customer who seldom fails to discount his bills.

2. Mr. A. J. Holt, Meriden, Conn., has sent you an order amounting to \$65.20. He already has an account with you of \$50 which is thirty days past due. He has been habitually slow in settling. Write him explaining that you can not accept this order until the old account is paid.

3. James Brown, Hagerstown, Md., owes you \$125. You have written three times. Write him a strong letter, the last one before placing account in the hands of an attorney.

4. Write W. A. Gilbert, Phoenix, Ariz., notifying him you will make draft in ten days if you do not receive payment of his bill of \$82.

5. Your account of \$25 with the Middleton Grocery Co. will be due in ten days. Write asking for an extension of time.

TWELFTH LESSON

Telegrams and Cablegrams

A telegram is a telegraphic message sent wholly by land.

In a telegram the salutation and complimentary close are omitted. It is written in as few words as possible consistent with clearness from the viewpoint of the receiver.

The telegraph companies charge a minimum amount for ten words or less. An additional charge is made for each additional word. These charges are based upon the distance the message goes and the amount of work required to get it to its destination. No charge is made for the address or signature.

If, in order to avoid any possible error in transmission, the sender desires the receiving operator to repeat the message to the one who sent it, an additional charge of one-half the original cost is made.

In counting the words in a telegram, every individual figure, character, or initial letter is considered as one word. 500 would be three words. It should be written five hundred.

In a night letter (a message sent at night when the operators are not so busy) fifty words are sent at the same rate as the day telegram, with an additional charge per word for additional words.

Telegrams sent at night to be delivered the following morning are taken at reduced rates.

In a day letter, which is handled as a "deferred service" and not allowed to interfere with the regular day messages, fifty words are sent for one and one-half times the cost of a regular day telegram.

Money may be transferred by telegraph. Deposits for

transfer must be made in bankable money. Fractional parts of a dollar are not transferred. The order transferring money may require identification of the payee, or it may waive identification.

Receipt of telegrams should be promptly acknowledged, either by letter or by telegram, depending upon the degree of promptness required.

Because of the expense involved in sending messages, the code system is widely used. A code is a series of arbitrary words, each signifying a certain expression. Thus, Bluebeard fishjoint may mean: Impossible to collect claim. Debtor is bankrupt. There are many code systems in use. Any business firm may devise its own. The A B C Western Union code is in very general use.

The use of a code is particularly advantageous in sending cablegrams (which are sent by means of submarine cables) because of the much greater cost. It costs 25 cents a word to send a cablegram from New York to London. A charge is made for name and address of the one to whom the cablegram is sent.

The following is an example of the condensation possible (and necessary) in a telegram:

Dear Sir:

Mr. James authorizes me to offer you \$1500 for nine-month term. Please inform me at once whether you will accept.

Yours truly,
J. L. Garmor.

Telegram:

James offers fifteen hundred nine months. Will you accept?

J. L. Garmor.

The reply to the above letter would be something like this:

Dear Mr. Garmor :

Replying to your letter, I have decided to accept Mr. James's offer of \$1500 for nine months. You may send contract, which I will sign and return promptly.

Yours truly,

A. B. Knox.

Telegram :

Accept James's offer. Send contract.

A. B. Knox.

In business it is customary to confirm a telegram ; that is, to write a letter containing the contents of the telegram :

Dear Sir :

We have wired you today as follows : "Camping outfit short three items. Writing."

We are greatly disappointed of course, as we expected to set out immediately on receipt of the outfit. We hope that you have already discovered that the items referred to are one No. 3 hammock, one "sure catch" minnow trap, and one utility camping box.

Please wire when these are sent forward.

Yours very truly,

James Fox.

Exercise

Convert the following series of items into telegrams of as few words as possible. Make them intelligible :

1. To the Gregg Publishing Co., New York, ordering 25 copies of Shorthand manual and 25 copies of Office Training outfits by express.

Write the letter that should follow.

2. To W. S. Allen, Chattanooga, Tenn., asking if he will deliver a course of ten lectures in your school, when he can come, and what his fee will be.

3. To a friend in Baltimore saying that you will pass through that city on a certain date and would like to see him at the Baltimore and Ohio Station.

4. To someone of your home people saying that you have been in a railroad wreck between Pittsburgh and Erie, but that you are only slightly injured and will be home in a few days.

5. To a friend telling him of a vacancy in the office in which you are employed—a position as stenographer paying \$75 a month with splendid opportunities for advancement. You have recommended him.

6. To a man in New York with whom you have an appointment saying that it will be impossible for you to come, owing to the fact that you have been injured in an automobile accident.

7. To a man who owes you, asking him if you may draw on him for amount due.

8. To a firm from whom you have received a rush order, stating when and how the goods were shipped and that you will have them traced.

9. To the Blain Grocery Co., Chicago, for whom you are traveling salesman. You are running short of money. Ask them to send you fifty dollars at Columbus, Ohio, tomorrow.

10. Write a suitable letter to follow telegram No. 7.

THIRTEENTH LESSON

Circular Letters

It is frequently desirable to write letters to a number of people, conveying the same message to all. It would be a waste of time to write separate letters. So for this purpose circular letters are used. They should be prepared with much care, should be neat in appearance, and clear in expression. The required number of copies are run on a duplicating machine, and the names and addresses are filled in on the typewriter. Care should be taken to have name and address match body of letter in type, margin, and color.

They are used for making announcements of general interest; as, notifications of changes in partnerships, removals, instructions to agents, special sales and offers, answering inquiries, etc.

Boston, Mass., Oct. 28, 1914.

Mr. Frank Brown,
Canton, N. Dak.

Dear Sir:

On January first a change will take place in the management of our business. Mr. J. L. Poland will retire from the firm, and will be succeeded by Mr. A. W. Thurman.

We are desirous of having all outstanding accounts settled before January first, and are writing you to request, as a special favor, payment of yours, as per enclosed statement, at your early convenience.

Soliciting a continuance of your patronage, we remain,
Yours very truly,

While a circular letter must necessarily be general in tone, every effort should be made to avoid stereotyped expressions. Give it as much personal touch as possible. It is sometimes considered good policy, especially where the circular is long, to write a brief personal letter to be enclosed with the circular.

Exercises

1. J. B. Walker has purchased the grocery business of A. L. Wilson. Prepare a letter to be sent to Mr. Wilson's customers announcing this fact and soliciting their patronage. Express Mr. Walker's assurance that the former efficient management will be continued; that no effort will be spared in his endeavor to please and to retain their good will and patronage.

2. E. B. Porter will move his dry goods store into new quarters ten days hence. He is offering a reduction of 25% on everything in stock. Give this letter a personal touch. Say that you appreciate past patronage; that you want to see the reader get some of the bargains. Invite him to come early.

3. The partnership existing between B. F. Weeks and J. N. Dinsmore, of Los Angeles, Calif., has been dissolved by the death of J. N. Dinsmore. All claims will be settled by the surviving partner, B. F. Weeks. The business will be continued under the same title and firm name, the interest of Mr. Dinsmore having been assumed by his widow. Write a circular letter in the name of Weeks and Dinsmore, embodying the above facts.

4. As representative of the Santa Fe Railroad, prepare an appropriate circular letter to send in reply to inquiries for folder, "Westward Ho!" Say that you are enclosing folder. Ask that it be read carefully. Ask the reader to

indicate what points he contemplates visiting. Offer your services in selecting routes, making reservations, and giving any desired information. The letters are to be mailed from the Santa Fe offices in Chicago.

Besides this general use, the circular letter is used for the purpose of soliciting trade. This is known as the sales letter. It is discussed in the next lesson.

FOURTEENTH LESSON

The Selling Letter

Selling letters are the most important of all business correspondence. A large number of books have been devoted exclusively to this class of letters, and persons who can write effective sales letters can and do command large salaries.

A sales letter is a sales talk on paper. The purpose of a sales talk, whether written or verbal, is to bring about action on the part of the prospective buyer. The one thing above all others to be avoided in a sales letter is rambling. The introduction of nonessentials, or even an illogical arrangement of essential elements, detract from its directness.

The writer of a successful sales letter, like a builder, follows a plan. Of a hundred buildings, no two may look alike. A cornice here, a dormer there, make the finished structures look different. But in the construction of the **vital** part, the framework, the same things were done, and in the same order in each building. The starting point was the same in each case, the foundation. It was so with the second and subsequent steps, to the placing of the capstone.

The same principle applies to a sales letter. It must

proceed through certain steps. It must be based logically upon the principles of salesmanship.

The first step is

The Opening

The sole purpose of the opening is to win the reader's attention and prompt him to go farther into the letter. Many a letter kills its effectiveness by beginning with a hackneyed, stereotyped expression: I have the honor to inform you, or, In reply to yours of recent date, I beg to state. Some letter writers are always begging. What salesman would use such expressions in introducing himself to a prospective buyer?

Many ways have been used for getting attention.

Some writers use what correspond to catch-lines in advertising:

Dear Sir:

AN OPPORTUNITY FOR YOU!

Dear Sir:

CUT YOUR COAL BILL IN TWO!

Another means of riveting attention is the use of the word You. Most people are interested in themselves. This can easily be overdone, however. If we appear oversolicitous of the other person's interest, especially if he is a stranger to us, he is likely to become at least suspicious.

The following opening appeals directly to the reader's needs:

Dear Mr. French:

You will soon be wanting supplies for the new plant you are erecting.

Arousing Interest

The second step in the development of a sales letter is to create interest. As in the case of securing attention, various methods are used. One is the human interest touch. For instance, a dealer in boys' clothing would get the mother's interest by explaining just how he can supply the boy's needs. The most common method is through description or explanation, or both. Note the further development of the letter illustrated under the preceding caption.

In the second paragraph the writer arouses interest by showing understanding of the reader's needs:

Dear Mr. French:

You will soon be wanting supplies for the new plant you are erecting.

And you know what a trying proposition supply buying is when you have to obtain your equipment from a dozen different sources. There are sure to be some parts to go back for alterations; there will be delayed shipments on some goods that will hold up all. You have been saying to yourself how much quicker and easier and better you could put your plant in shape if you could get somewhere a complete equipment that would meet your needs.

Creating Desire

The third step is to create desire. This is done by argument and proof. It is not sufficient to explain your proposition, and express your own personal convictions; you must prove your claims, and do it quickly. You must show the customer where he will *gain* by the purchase. This gain may be in money, comfort, satisfaction, well-being, or happiness, or in all these. This conviction is brought

about in different ways. One way is to offer to sell with the understanding that money is to be refunded in case of dissatisfaction. A testimonial, if it is direct and complete, may be used to good advantage. A testimonial in which the name and address are omitted is *prima facie* evidence of insincerity.

The third paragraph of the letter here under discussion begins argument :

That is just what we are ready to install for you on an hour's notice—a complete equipment that will meet your most exacting demands—in economy of operation—in day-in-and-day-out wearing quality.

Persuasion

The next element is persuasion, by means of which the reader is brought to your way of thinking by being shown that the goods offered are adapted to his present needs.

In the fourth paragraph of our letter argument is backed by proof in citing a specific article and price. The element of persuasion is brought into play in the close of the paragraph :

And because we can furnish you with every item of equipment that you need, we can do it at a bed-rock minimum of cost to you. The catalog enclosed is a perfect directory of plant equipment. Go over it very carefully; note particularly the special prices quoted on "Star Brand" belting. This is made in our own factory from the very choicest oak-tanned stock. In actual tests it has proved its ability to outwear three times over any other belting at the same price on the market. And this is just one item—just to give you an

idea of the price and quality we could give you in furnishing your plant complete.

Inducement

The next step is to give the reader a particular or extra reason for buying *now*.

The Climax, or Clincher

The climax, or clincher, prompts him to act at once, and makes it easy for him to do so.

In the closing paragraph, the reader is urged to act at once and is offered an inducement in service. He is given something to do at once:

You simply can not afford to buy a dollar's worth of supplies until you know our rock-bottom prices for the entire equipment. Fill out and mail the enclosed specification blank today. Our prices and full particulars will come by return mail.

Very truly yours,

Now study the whole letter, noting the six elements: attention, interest, desire, conviction, inducement, climax:

Dear Mr. French:

You will soon be wanting supplies for the new plant you are erecting.

And you know what a trying proposition supply buying is when you have to obtain your equipment from a dozen different sources. There are sure to be some parts to go back for alterations; there will be

delayed shipments on some goods that will hold up all. You have been saying to yourself how much quicker and easier and better you could put your plant in shape if you could get somewhere a complete equipment that would meet your needs.

That is just what we are ready to install for you on an hour's notice—a complete equipment that will meet your most exacting demands—in economy of operation—in day-in-and-day-out wearing quality.

And because we can furnish you with every item of equipment that you need, we can do it at a bed-rock minimum of cost to you. The catalog enclosed is a perfect directory of plant equipment. Go over it very carefully. Note particularly the special prices quoted on "Star Brand" belting. This is made in our own factory from the very choicest oak-tanned stock. In actual tests it has proved its ability to outwear three times over any other belting at the same price on the market. And this is just one item—just to give you an idea of the price and quality we could give you in furnishing your plant complete.

You simply can not afford to buy a dollar's worth of supplies until you know our rock-bottom prices for the entire equipment. Fill out and mail the enclosed specification blank today. Our prices and full particulars will come by return mail.

Very truly yours,

Exercise

1. You are manufacturing a kind of roofing known as Flintoid. Prepare copy for a letter to be sent to house-owners.

Win attention by asking the reader if he believes in fire protection, and what about protection from the other elements.

Arouse interest by reminding him of the possibility of his shingle roof's leaking, causing the ruin of some of the contents of his home. Explain that sooner or later shingles are bound to warp and pull out nails, allowing the rain to beat in; that they rot quickly.

Introduce argument, saying it isn't necessary to run the risk; that absolute protection can be gotten through the use of Flintoid, and at no more than the cost of ordinary shingles. Flintoid will withstand almost indefinitely the most severe weather conditions.

Explain that it is made of the best raw materials; that it is laid in three layers, and over that a red coat that soon oxidizes. This makes a surface solid as slate, unaffected by weather.

Introduce the element of persuasion by suggesting that he figure how long since his roof was put on. Ask him if he can trust it longer. As an inducement say that Flintoid can be laid right over the old roof; that cost includes nails and cement, and you pay the freight.

As a clincher, ask him to fill in dimensions of roof on enclosed order blank and mail today.

2. Prepare a letter advertising the Wilbur gasoline engine. Find a good opening sentence, one that will get the attention of the reader—a user of gasoline engines, of course.

The inventor had several years' experience installing gasoline engines before beginning to manufacture his own. He appreciates the advantage of being able to make adjustments without having to send for a special man. All the parts of the Wilbur are in plain view and easy to get at. To remove the sparkers one simply removes two nuts.

The governor is the same type used on highest grade steam engines—allows speeding up or slowing down while engine is running. Very handy. Few built so. Extra cost, but gives extra satisfaction.

We guarantee everything we sell. Have four thousand customers in your state. No doubt someone living not far from you has a Wilbur. Ask what he thinks of it.

Not a cheap machine at a high price, but high-grade machine at a low price.

Ask for reply stating requirements.

Enclose Bulletin "B."

3. You make a business of reinking duplicating ribbons. Prepare a letter. Get attention by reminding reader that he doesn't throw away a fountain pen when the ink is exhausted. We can reink ribbons. Examine apparently worthless ribbon. Fabric is scarcely worn. We treat with special process, return as good as new, at one-half original cost. Read enclosed folder—explains proposition. Trial will convince. Sooner you send, more you will save. Pack them up, put on enclosed shipping label, send them now.

4. Prepare letter to send to school teachers advertising Gramino, an educational game designed for teaching principles of grammar. Gramino is to beginner in grammar what the chart is to reading class and numeral frame to beginners in number work. Three games in one. Contains right proportion of luck and skill to delight beginner and fascinate seasoned grammarian. Invented by teacher of twenty years' experience. Will send on approval. Sign enclosed postcard and mail today.

Arrange the above facts in the order that will make the letter most effective.

5. Prepare a letter advertising one of the following articles, or some other:

A bicycle, an automobile, a typewriter, a book or set of books, a kitchen cabinet, a course of study.

Before beginning to write the letter, make an outline of the points you wish to discuss and see that they are arranged in logical order—attention, interest, desire, etc.

Follow-Up Letters

A series of letters is usually prepared for the purpose of arousing the interest of those who have failed to respond to the circular or sales letter. These are called follow-up letters. Considerable experience is required before one can be expected to write good follow-up matter. Each letter should be a natural sequence to the preceding ones, and yet should be complete in itself. If possible each should be more emphatic than the one preceding it. The series of letters given in the lesson on collection letters will serve as an illustration. In a series of follow-up letters designed to sell a specific product, the prospect should be approached from a different angle in each. The arguments relating to the article may be limited, but a number of ways of presenting them can always be found. One of the most familiar methods is limiting the time of the offer. Here is part of a follow-up letter used by a land agent :

Do not send me any money after the 15th. If you do, it will surely be returned, unless you are willing to pay me the new rate of \$30.00 per acre instead of \$25.00.

I have some regard for the men who made inquiries when our proposition was young—before it fairly got on its feet. That is why I am including you in this offer—because you were one of our original inquirers.

Remember, no acceptance of the old rate after the above date. The land is even now worth more.

To the teacher—Follow-up letters to follow some of the letters in Lesson 13 and Lesson 14 may be assigned here.

COMMERCIAL CHARACTERS

At.....@	Pounds.....#
Account..... $\frac{a}{c}$	Check mark.....✓
Per centum, or, by the	Old account.....O %
hundred.....%	New account.....N %
Care of.....c/o	Three and one-fourth...3 ¹
Cents.....¢	Eight and two-fourths..8 ²
Dollars.....\$	Five and three-fourths..5 ³
Pounds Sterling.....£	

ABBREVIATIONS OF TITLES

Administrator.....Admr.	Librarian.....Lib.
Admiral.....Adm.	Lieutenant.....Lieut.
Corresponding Secretary...Cor. Sec.	Member of Congress....M. C.
Cashier.....Cash.	Member of Parliament..M. P.
Colonel.....Col.	Mistress.....Mrs.
Captain.....Capt.	Mister.....Mr.
Doctor of Divinity.....D. D.	Professor.....Prof.
Doctor of Medicine.....M. D.	Principal.....Prin.
Doctor of Philosophy...Ph. D.	President.....Pres.
Doctor of Civil Law....D. C. L.	Reverend.....Rev.
Doctor of Laws.....LL. D.	Right Honorable.....Rt. Hon.
Esquire.....Esq.	Recording Secretary....Rec. Sec.
General.....Gen.	Secretary.....Sec.
Gentlemen.....Messrs.	Superintendent.....Supt.
Governor.....Gov.	Treasurer.....Treas.
Honorable.....Hon.	Vice-President.....V.-Pres't

ABBREVIATIONS OF THE STATES AND TERRITORIES

As Recommended by the Postoffice Department

Alabama.....	Ala.	Nevada.....	Nev.
Alaska.....	Alaska	New Hampshire.....	N. H.
Arizona.....	Ariz.	New Jersey.....	N. J.
Arkansas.....	Ark.	New Mexico.....	N. Mex.
California.....	Cal.	New York.....	N. Y.
Colorado.....	Colo.	North Carolina.....	N. C.
Connecticut.....	Conn.	North Dakota.....	N. Dak.
Delaware.....	Del.	Ohio.....	Ohio
District of Columbia.....	D. C.	Oklahoma.....	Okla.
Florida.....	Fla.	Oregon.....	Ore.
Georgia.....	Ga.	Pennsylvania.....	Pa.
Idaho.....	Idaho	Philippine Islands.....	P. I.
Illinois.....	Ill.	Porto Rico.....	P. R.
Indiana.....	Ind.	Rhode Island.....	R. I.
Iowa.....	Iowa	Samoa.....	Samoa
Kansas.....	Kans.	South Carolina.....	S. C.
Kentucky.....	Ky.	South Dakota.....	S. Dak.
Louisiana.....	La.	Tennessee.....	Tenn.
Maine.....	Maine	Texas.....	Tex.
Maryland.....	Md.	Utah.....	Utah
Massachusetts.....	Mass.	Vermont.....	Vt.
Michigan.....	Mich.	Virginia.....	Va.
Minnesota.....	Minn.	Washington.....	Wash.
Mississippi.....	Miss.	Wisconsin.....	Wis.
Missouri.....	Mo.	West Virginia.....	W. Va.
Montana.....	Mont.	Wyoming.....	Wyo.
Nebraska.....	Nebr.		

ABBREVIATIONS FOR THE MONTHS

January.....	Jan.	July.....	Jul.
February.....	Feb.	August.....	Aug.
March.....	Mch.	September.....	Sept.
April.....	Apr.	October.....	Oct.
May.....	May	November.....	Nov.
June.....	Jun.	December.....	Dec.

COMMERCIAL ABBREVIATIONS

Abbreviations are subject to the same rules of capitalization as the words or phrases which they represent.

Acceptance.....acc.	Brought.....brt.
Account.....acct.	Brought over.....B/O
Account current....acct. cur.	Building.....bldg.
Account sales.....acct. sales	Bundle.....bdl.
Advertisement.....ad.	Bushel.....bu.
Afternoon.....p. m.	Buyer's option.....B/O or b. o.
Agent.....agt.	Buyer's option to
Agreement.....agmt.	purchase within
All correct.....O. K.	30 days.....B. 30
Amount.....amt.	By the hundred....p. c.
And so forth.....etc. or &c	By way of.....via
Appendix.....app.	
Article.....art.	Capital.....cap.
Assistant.....asst.	Cartage.....ctge.
Assorted.....asst.	Cases.....C/s or cs.
Attorney.....atty.	Cents.....c. or cts.
Average.....av.	Charges.....chgs.
	Collect on delivery..C. O. D.
Balance.....bal.	Commercial.....com.
Bale.....bl.	Commission.....com.
Bank.....bk.	Consignment.....const.
Bank book.....bk. b.	Copper.....cop.
Barrel.....bbl.	Crate.....cr.
Basket.....bkt.	Creditor.....Cr.
Bill book.....b. bk.	
Bill of lading.....B/L or b. l.	Day.....da.
Bills payable.....B/P or b. p.	Day book.....d. b.
Bills receivable....B/R or b. r.	Debtor.....Dr.
Bill rendered.....b. rend.	Department.....dept.
Bill of sale.....B/S or b. s.	Deposit.....dep.
Black.....blk.	Discount.....disc.
Boards.....bds.	Dividend.....div.
Bought.....bt.	Dozen.....doz.
Box.....bx.	Draft.....dft.

Dram.....dr.	Imported.....imp.
Drayage.....dray.	Inches.....in.
	Insolvency.....insol.
Each.....ea.	Instant.....inst.
English.....Eng.	Insurance.....ins.
Entered.....entd.	Interest.....int.
Errors and omissions	Inventory.....inv.
excepted.....e. & o. e.	Invoice.....inv.
Errors excepted.....e. e.	Invoice book.....i. b.
Example.....ex.	Inward invoice book,i. i. b.
Exchange.....exch. or ex.	I owe you.....I O U
Expense.....exp.	
Express.....exp.	Journal.....jour.
	Journal folio.....jour. f.
Feet or foot.....ft.	Junior.....Jr.
Figure.....fig.	
Figured.....fig'd	Last month.....ult.
Firkin.....fir.	Ledger.....l. or ledg.
Folio.....f. or fol.	Ledger folio.....l. f.
Foolscap.....fcp.	Letter book.....l. b.
Forenoon.....a. m.	Limited.....ltd.
For example.....e. g.	Long ton.....l. t.
Forward.....for'd	
Free on board.....f. o. b.	Mail order depart-
Freight.....frt.	ment.....m. o. d.
Francs.....fr.	Manufactured.....mfd.
French.....Fr.	Manufacturer.....mfr.
	Manufacturing.....mfg.
Gallon.....gal.	Manuscript.....MS
Gill.....gi.	Manuscripts.....MSS
Grain.....gr.	Memorandum.....mem.
Great gross.....gr. gro.	Merchandise.....mdse.
Gross.....gro.	Minute.....m. or min.
Guarantee.....guar.	
	Namely.....viz.
Half.....hf.	New ledger.....n. l.
Handkerchief.....hdkf.	Next month.....prox.
Hogshead.....hhd.	Notary Public.....N. P.
Hundred.....hund. or C	Note Book.....n. b.
Hundredweight.....cwt.	Number.....No. or #
	Numbers.....Nos.

Old account.....o. a.	Seller's option.....S/O or s. o.
Ounce or ounces....oz.	Senior.....Sr.
Outward Invoice	Shilling.....s.
Book.....o. i. b.	Shipment.....Shipt.
	Ship.....sh.
Package.....pkg.	Share.....sh.
Page.....p.	Sight draft.....st. dft.
Pages.....pp.	Square foot.....sq. ft.
Paid.....pd.	Square yard.....sq. yd.
Pair.....pr.	Steamboat.....stbt.
Pass book.....p. b.	Steamer.....str.
Payment.....payt.	Storage.....stor.
Peck.....pk.	Street.....st.
Pence.....d.	Sundries.....sdy.
Percent.....p. c.	Superfine.....super.
Petty cash book....p. c. b.	Superintendent.....supt.
Piece.....pc.	
Pint.....pt.	Telegraph.....tel.
Postoffice.....p. o.	That is.....i. e.
Postscript.....PS.	The same.....do.
Pound.....lb. or #	The year of our Lord, A. D.
Preferred.....pref.	Thousand.....M
Present month.....inst.	Tierces.....tc.
Profit and loss.....p. & l.	Time book.....t. b.
	Transpose.....tr.
Quart.....qt.	Treasurer.....treas.
Quarter.....qr.	Trial balance.....t. b.
Railroad.....R. R.	United States.....U. S.
Railroad bonds....r. bds.	United States Mail..U. S. M.
Railway.....Ry.	
Received.....recd.	Versus.....v. or vs.
Received payment..recd. payt.	Vessel.....ves.
Receiver.....recr.	Volume.....vol.
Registered.....reg.	
Returned.....ret.	Waybill.....w. b.
	Weight.....wt.
Saint.....St.	Without dividend...ex div.
Sack.....sk.	
Sales book.....s. b.	Yard.....yd.
Schooner.....schr.	Year.....yr.

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